Mass. Dept. of Education.
Annual report 1967, pt. 1.

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THE COMMONWEALTH OF MASSACHUSETTS

ANNUAL REPORT
OF THE
Mass DEPARTMENT OF EDUCATION.
YEAR ENDING JUNE 30,1967

ISSUED IN ACCORDANCE WITH CHAPTER
69, SECTION 2 OF THE GENERAL LAWS

PART I

VOLUME 131

STATE LIBRARY OF MASSACHUSETTS
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STATE HOUSE, BOSTON

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ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION

PART I

Year Ending June 30, 1967

REPORT OF THE BOARD OF EDUCATION

1966 -1967

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1

EDUCATIONAL DIRECTORY

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182 Tremont Street, Boston 02111

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727-5730

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Room 546
120 Boylston Street
542-2414

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1967	Thomas J. Curtin, Deputy Commissioner of Education, Commonwealth of Massachusetts
1967	Hart Fessenden, Headmaster, Fessenden School
1968	William J. Cunningham, Assistant Superintendent of Schools, Boston
1968	Msgr. Albert Low, Superintendent of Schools, Archdiocese of Boston
1969	Robert J. McCartney, Secretary, University of Massachusetts

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*Leave of Absence

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1970	Robert D. Russell, Superintendent of Schools, Longmeadow
1970	Lamont L. Thompson, General Manager, WBZ-TV

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Olympia Avenue
Woburn, 01801
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727-5792

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727-5718

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727-5780

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John E. Hodgen, Specialist in School District Organization
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727-5764

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727-5714

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727-5774

Robert F. Nolan, Senior Supervisor, Surplus Property Distribution

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50 Franklin Street, Worcester, 01680
752-5517 or 752-5781

7 North Street, Pittsfield, 01201
(413) 499-0745

BOARD OF HIGHER EDUCATION

Fourteenth Floor
182 Tremont Street
Boston, 02111

727-5360

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1971	Patrick J. King, 32 Bigelow Street, Brighton
1972	Mrs. Esther S. Yntema, 92 Brattle Street, Cambridge

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1968	Mrs. Margaret Spengler, 180 Jason Street, Arlington Representing the State Colleges
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1968	Sherwood J. Tarlow, 100 Puritan Lane, Swampscott Representing Southeastern Massachusetts Technological Institute

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727-5360

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727-5368

Conrad L. Kohler, Executive Secretary, Scholarship Office
727-5367

Division of Immigration and Americanization

Room 208
73 Tremont Street
Boston, 02108

227-0718

Teofilia K. Tattan, Supervisor of Social Service

University of Massachusetts

Amherst

545-0111

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Term Expires	
1967	Frank L. Boyden, Deerfield
1967	George L. Pumphret, Dorchester
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State House
727-2876

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727-5500

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North Dartmouth, Massachusetts
997-9321

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Alexander H. Bullock
William Claflin
William B. Washburn
William Gaston
Alexander H. Rice
Thomas Talbot
John D. Long
Benjamin F. Butler
George D. Robinson
Oliver Ames
John Q. A. Brackett
William E. Russell
Frederic T. Greenhalge
Roger Wolcott
W. Murray Crane
John L. Bates
William L. Douglas
Curtis Guild, Jr.
Eben S. Draper
Eugene N. Foss
David I. Walsh
Samuel W. McCall
Calvin Coolidge

EX OFFICIIS—LIEUTENANT-GOVERNORS

George Hull
Henry H. Childs
John Reed
Henry W. Cushman
Elisha Huntington
William C. Plunkett
Simon Brown
Henry W. Benchley
Eliphalet Trask
John Z. Goodrich
John Nesmith
Joel Hayden
William Claflin
Joseph Tucket
Thomas Talbot
Horatio G. Knight
Byron Weston
Oliver Ames
William Haile
Louis A. Frothingham
Robert Luce
Edward P. Barry
Grafton D. Cushing
Channing H. Cox

SECRETARIES OF THE BOARD

1837-1848	Horace Mann
1849-1855	Barnas Sears
1856-1860	George S. Boutwell
1861-1876	Joseph White
1877-1893	John W. Dickinson
1894-1902	Frank A. Hill
1903-1904	C. B. Tillinghast
1904-1915	George H. Martin

COMMISSIONERS OF EDUCATION

1909-1915	David Snedden
1916-1935	Payson Smith
1935-1938	James G. Reardon
1939-1943	Walter F. Downey
1943-1946	Julius E. Warren
1946-1957	John J. Desmond, Jr.
1957-	Dr. Owen B. Kiernan

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Annual Report

MASSACHUSETTS
BOARD OF EDUCATION
COMMISSIONER OF EDUCATION

November 15, 1967

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Annual Report

of the

BOARD OF EDUCATION

and the

COMMISSIONER OF EDUCATION

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

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ANNUAL REPORT
of the
BOARD OF EDUCATION

The Board of Education has one basic mission–to see to it that each individual boy and girl in the elementary and secondary schools of the Commonwealth is given equal opportunity to pursue an excellent education appropriate to his or her future.

Sound vocational and technical education are just as important as good college preparation. The slow student and the bright student are both deserving of the best we can offer.

Working as partners with local school committees and superintendents on the one hand and the national Office of Education on the other, we look eagerly toward the improvement of teaching and learning. We hope, with the support of the Legislature, to further strengthen the Department of Education in order that it may be of maximum assistance to communities throughout the state.

With Horace Mann, the first Commissioner of Education in Massachusetts, we believe in "education for whole living."

While a good education is related to our stardard of living in the economic sense, it is also closely related to the standard of the lives we lead. Mann was deadly serious about improving education, but he liked "the Homeric idea that the Gods of Olympus loved a joke." One hundred and twenty-five years ago he reminded us that "the United States are mighty, but they are not almighty," and he urged his colleagues "to be ashamed to die until you have won some victory for humanity."

Once again I say that the improvement of schools is the Commonwealth's primary public business. The reports which follow by the Commissioner and his colleagues require our close attention and full support.

William G. Saltonstall, Chairman
Massachusetts Board of Education

ANNUAL REPORT

of the

COMMISSIONER OF EDUCATION

I begin this annual report–my tenth–with an expression of appreciation to the Chairman and members of the Board of Education, colleagues on the Department staff, professionals in our school systems, and the Commonwealth's citizens who underwrite this massive educational enterprise. No Chief State School Officer since the days of my most illustrious predecessor, Horace Mann, ever had the pleasure of working with a more loyal and dedicated group of people. Our record of growth reflects their devotion to duty and their willingness to establish and attain appropriate goals for our children and youth.

Yet, at this point in time our growth has just begun. Within a few months of the submission of this annual report, the United States will reach an historic milestone when the population moves past the 200 million mark. Significantly, we will continue to be a young nation as nearly 85 million Americans will be 21 years old *or younger.* This population segment is the one which must be wisely educated and made ready for the leadership role of the future.

Narrowing the focus of our attention to Massachusetts, we note that our own state has contributed significantly to the national growth factor. Today, 5,325,000 citizens reside in the Commonwealth of whom 1.4 million make up our school population. Of these 1,154,000 are enrolled in the public elementary and secondary schools. This year's increase of approximately 41,000 represented the twenty-third consecutive year of larger enrollments, although we observe a declining birthrate for the first time since World War II. If this trend were to continue, it would lead to a stabilization of elementary and secondary school enrollments in the early and mid 1970's.

Has Massachusetts effectively met the growth challenge? Has the Department's leadership and service role been properly defined? This year we initiate a reporting format somewhat different than those of previous administrations. Later in the Commissioner's Report, excerpts will be incorporated from the reports of the Deputy, Associate and Assistant Commissioners. These will highlight certain new or ongoing programs of the several Divisions. As in the past, the heads of the various Bureaus will report separately in the body of the Department's 500-page account of stewardship.

MAJOR CHANGES AFFECTING THE DEPARTMENT AND SCHOOL SYSTEMS

Certain changes warrant separate mention at this time, although it is recognized that the selective process will omit many others deserving our attention. The same situation, of course, will obtain with report excerpts from cabinet level officers.

First, the matter of Department housing is included although it is acknowledged that the subject has been discussed in several previous reports. The Year 1967 will be recorded as one of substantial achievement in obtaining far more adequate quarters for the Department's Divisions and Bureaus. Originally, the building complex in the Government Center was to house the

State Department of Education with an anticipated occupancy date in the mid or late 1960's. Several construction planning delays have prevented the project from being brought to fruition, and the earliest possible date now appears to be in the early 1970's. In the meantime, the Department has continued to grow as a result of adding a number of state and federal programs. With several offices scattered throughout the capital city, the possibility of achieving maximum operating efficiency became increasingly remote. Because of this the Commissioner was authorized to seek new quarters on a tenancy-at-will basis. Early in the calendar year a lease was signed to take over the 14-story office building at 182 Tremont Street formerly occupied by the Boston Edison Company. Office transfers have been accomplished with a minimum of disruption and as this report goes to press, the building is fully occupied. Those few Bureaus which could not be housed will continue to operate from outside locations until the consolidation of all units in the Health-Education-Welfare Building during the next decade.

The Regional Centers at Pittsfield and Worcester, as well as the Research and Development Center at Woburn, continue to serve the purposes for which they were established. It must be pointed out, however, that state funds have not been adequate for appropriate expansion and heavy reliance on federal funding for state services constitutes a questionable procedure at best. Additional state monies must be made available, also, if the previously planned Regional Centers in the Greater Springfield, Lawrence-Lowell, and Southeastern areas are to be activated.

Another central service inaugurated during the year stems from the newly organized Bureau of Curriculum Innovation. Following the submission of the Kiernan-Carlson Report in 1966, the Board of Education approved plans for the new agency in the Division of Curriculum and Instruction. An experienced administrator was appointed to direct the unit, and although sufficient time has not elapsed to assess its initial efforts, its potential for the Commonwealth and the 390 school systems is impressive.

In last year's annual report certain legislative mandates to the Board of Education were spelled out and discussed comprehensively. Among these were charges to establish minimum education standards for all courses, the length of the school day and year, permissible and mandatory ages for school attendance, and the support of certain special services. The Board conscientiously performed its duties under these mandates and at year's end, four state-wide standards had been adopted, viz., a school day and year equal in length to those previously established and reported in the 1966 and earlier publications, minima for physical education in both elementary and secondary schools, special services for perceptually handicapped children, and required kindergarten programs to be phased-in between this date and 1973. In the last named standard, special mention should be made of the Board's eminently qualified Kindergarten Study Committee which completed its work and presented a 200-page report documenting the need for kindergartens in two thirds of our communities which presently do not support this most necessary early childhood education service. It should be pointed out that prior to adopting these new standards the Board conducted hearings in Boston and Springfield under the provisions of Chapter 30A of the General Laws (the Administrative Procedure Act). Testimony was received from professionals and laymen alike and feasible suggestions were incorporated in the final standards.

REPORTS OF THE DIVISIONS

Mention was made above of a change in format for the Commissioner's Annual Report. Appropriate sections of the Division Reports and the coordinating responsibilities of the Deputy Commissioner are included for the first time. Certain programs and needs are common to all of these agencies and selections have been made in such a way as to avoid excessive duplication. One need bears repeating, however, and that concerns the critical necessity of placing Department salaries at a level to allow for a competitive position in the manpower-short marketplace. If a more attractive schedule is not adopted in the very near future, the chances for recruiting and retaining highly qualified personnel become increasingly dim.

DIVISION OF STATE AND FEDERAL ASSISTANCE

Everett G. Thistle
Assistant Commissioner

Fiscal Year 1967 marked a milestone in the long and storied history of education in the Commonwealth. This was the first year of operation of the five new Divisions under the Board of Education as established by Chapter 572 of the Acts of 1965. The initial steps were taken with the beginning of service by the Division heads and the reassignment of activities and programs.

Section 1G of Chapter 15 of the General Laws states certain "mandates" of the new Board of Education following the recommendations in the report of the Massachusetts Education Study Commission. To the Division of State and Federal Assistance under the leadership of the Board and Commissioner of Education were assigned major responsibilities as follows:

- Shall evaluate annually the efficacy of the state aid formula and shall recommend such changes in it as it may deem necessary.
- May withhold state and federal funds from school committees which fail to comply with the provisions of law relative to the operation of the public schools or any regulation of said board authorized in this section.
- Shall develop plans for education to meet state needs, and shall be the planning and approving authority for federal programs to be undertaken in the commonwealth.
- May receive allotments for the commonwealth from federal programs in aid of elementary, secondary, and vocational education and may direct the disbursement of such funds and state aid funds in accordance with law.
- May seek, accept, and administer specific grants from private foundations and federal agencies. Said grants shall be kept in a separate fund in the state treasury and shall be disbursed by the state treasurer at the direction of the board and pursuant to its authority.

Responsibilities for several other "1G" mandates are shared with the four other Divisions.

Essential to the operation of the Division of State and Federal Assistance was the definition of its role in the administration of federal programs of aid to education. Following a period of study, a rationale was developed which served to differentiate programs which would be the direct administrative responsibility of the Division of

State and Federal Assistance and those to be assigned to other units. Those federal programs of general assistance to the local educational agencies are to be carried on by this Division while programs of direct service to children or of support to instructional activities would be administered by the appropriate unit within another Division. By way of illustration, Public Law 81–874, providing assistance to school districts because of the impact of federal activity, is assigned to the Division of State and Federal Assistance, while Public Law 85–864, Title V–A, which provides for guidance, counseling, and testing services, remains in the Bureau of Elementary and Secondary Education in the Division of Curriculum and Instruction. Though relatively unsophisticated, this rationale has served the purpose well. It would seem to be equally effective as a basis for determining the location of administrative responsibility for future federal programs of aid to education.

Divisional Structure and Personnel:

As a part of the organizational development of the Division, two Bureaus were established during the first year. The Bureau of Surplus Property was transferred as a unit from what was previously the Division of Vocational Education. The shifting was without complication and the physical separation became effective with the transfer of all units to the new quarters at 182 Tremont Street.

The second unit within the Division, the Bureau of Program Assistance, operated on an understaffed basis throughout the year. This, of course, precluded the full development of services to local school districts and required the transfer directly to the office of the Assistant Commissioner of many duties and responsibilities which will normally be carried on by the supervisory staff. . . .

Many candidates for supervisory positions within the Division were screened and interviewed. At its April meeting, the Board of Education appointed the individuals below on the recommendation of the Division Head and the Commissioner of Education: James Bradley of North Andover, formerly teacher of Business Education, North Reading High School; Theodore Lylis of Barre, formerly Superintendent of Schools, Barre (Superintendency Union #2); and Robert Reidy of Ashfield, formerly Superintendent of Schools, Ashfield (Superintendency Union #25).

Advisory Committees:

The Assistant Commissioner formed two committees to serve on an advisory basis to the Division of State and Federal Assistance. The first resulted from an amendment to Public Law 81–874 setting up a group rate procedure to be effective for the school year 1967-68. The amendment removed the provision for the selection of comparable districts as a basis for payment and required that the State Education Agency assign local school districts into groups, each member of a group to be paid at the rate established for that group.

The advisory committee composed of representatives of a cross section of applicants under Public Law 81–874 together with staff members of the Division of Research and Development and the Division of State and Federal Assistance has met several times. A series of criteria for the establishment of group rates have been developed, studied, and tested. It has been a very difficult task to develop a defensible basis for combining local school districts into groups while, at the same time, not imposing undue penalties on individual districts. The target date is September 1967 for the completion of the study and submitting recommendations for approval by the U. S. Office of Education. The results of the work to date would seem to project into a recommendation for the establishment of a single group including all local education agencies.

The second advisory committee was formed to assist in the required annual evaluation of the State aid formula. The staff of the Division of State and Federal Assistance worked with local Superintendents of Schools, specialists in taxation and state aid, and staff members of the Division of Research and Development. The short-term goal established for the committee was the review and evaluation of the present state aid program with a September target date for a report to the Commissioner of Education. A broader look at state financial support of education was to be taken subsequently, and concurrently as possible.

The initial steps of evaluation involved a study of proposed changes in the formula included in proposals submitted for the 1967 Session of the General Court. Each item was weighed against the principles of an equalizing general aid program. Some proposals were eliminated as being contrary to the intent of the formula and others as being unnecessary with an increased distribution of funds. Problems of operation and distribution were considered as well as suggestions for the general improvement of the "state aid formula." The committee noted the study of the "economics of education" being conducted by the Advisory Council on Education and the recess study to be made by the Committee on Taxation.

The work of the committee has progressed very well despite the many ramifications of the proposals being considered. There is every assurance that the committee will meet the target date for its report on the efficacy of the state aid formula and possible recommendations for legislation to amend the formula.

Washington Conference on Federal-State Cooperation:

Section 505 of Public Law 89–10 provides for special projects designed to strengthen state education agencies through cooperative activities of several such agencies. A $20,000 grant was made to Massachusetts under Section 505 for the purpose of improving the cooperation and communication between the State education agencies and the U. S. Office of Education.

As a result of discussions among several Chief State School Officers and officials of the U. S. Office of Education, Commissioner Kiernan of Massachusetts volunteered to serve as host of a national conference of all Chief State School Officers to be held in Washington, D. C. to discuss with the staff of the U. S. Office of Education steps to be taken toward increasing federal-state cooperation and understanding.

The Assistant Commissioner of the Division of State and Federal Assistance was designated as Project Manager. A proposal was developed and approved by the U. S. Office of Education for the conference to be held in Washington, D. C., June 22-24, 1967. The staff of the Division of State and Federal Assistance worked with Commissioner Kiernan, the Council of Chief State School Officers, and the U. S. Office of Education in developing the program topics and the selection of speakers. The necessary follow-up work and the preparation and distribution of the conference report will carry over into the next fiscal year. The reactions of those in attendance left no doubt that the conference had met its goals and had made a significant contribution toward increasing the effectiveness of federal-state cooperation.

Summary:

It is difficult to present a balanced picture in an annual report. There is a strong tendency to highlight a few significant activities or accomplishments and neglet the day-to-day activities which are most meaningful in terms of leadership and service to local school districts. An equally strong compulsion would lead to a catalog or a daily diary of activities for fear of omitting information which might be of current or historical interest.

In ending the 1967 annual report at this point, there is no intention to minimize the importance of the many activities which have not been reported in detail. The visits to school systems, the holding of state-wide and regional conferences, the analysis of federal and state laws, the review of program proposals, the planning for future development, the many speaking engagements, along with a myriad of other activities have all contributed to the effectiveness of the Division's service and leadership mission. The Division has played a role in the nearly forty programs of federal aid to education channeled through the Board of Education totalling approximately $75,000,000 for Fiscal 1967 and in state aid grants and reimbursements amounting to some $178,752,434. . . .

DIVISION OF RESEARCH AND DEVELOPMENT

James F. Baker
Assistant Commissioner

Orientation:

The first three months may be characterized as orientation to the Division of Research and Development by the Division Head and by many staff. Orientation also resulted from the transfer of two major phases of the Division to the Research and Development Center off Route #128 in Woburn.

Much of the accomplishments of the year must be credited to the previous planning, project development, and preparation for the Woburn facility. This planning reflected the leadership of the late Mr. Raymond Dower and the cooperative assistance of many members of the Department such as Mr. Gerald Lambert, Dr. John Torosian and the Commissioner's office.

The period of transition from 200 Newbury Street to computer installation at Woburn spanned the months of July through November. Full utilization of the computer was not realized until the spring of 1967. . . .

Systems Development:

The Division is responsible for the development of five information systems–finance, pupils, curriculum, staff and facilities. At the present time, completion of the systems to the anticipated level would be as follows: finance, 80 percent; pupils, 30 percent; curriculum, 20 percent; staff, 50 percent; and facilities, 10 percent. With the exception of the facilities system, a staff member at the supervisory level has been assigned responsibility for each of these areas. It is the particular responsibility of the Bureau Directors and Supervisors to plan for the integration of these systems to provide data and information related to the mandated responsibilities of the Division and the Department and to the educational needs of the State.

Report Responsibility:

Major report responsibilities of the Division include the following:

> Fall Statistical Survey (Enrollment), Financial and Statistical Survey, Salary Surveys, National Education Association Estimates (Enrollments and Finance), U. S. Office of Education Estimates and Reports, Fall Schoolhousing Report, Library Report (Title II), Racial Survey, Physically Handicapped (SPED 39), Teacher Supply and Demand Study, Facts Booklet, Public Law 874, Public Law 89–10, Special Education (SPED 5 and 15), State Aid Entitlement, Transportation (Financial and Statistical Report), and Tuition Rates for State Wards.

To the above will be added special reports on Vocational Education stemming from the Research Coordinating Unit, Elementary and Secondary Curriculum Surveys, various reports from the New England Education Assessment Project and the report publications of the Directory and Facts Booklet.

With the exception of the Directory and Elementary and Secondary Curriculum Surveys, report schedules have been met and plans for the current year indicate advancement in report output. Extensive study has been involved in the Elementary Curriculum Survey and the proofs are now available for the immediate publication of an extensive Digitek survey to be conducted in the fall of the 1967-68 school year. Publication output of the Division has vacillated from a few successful but crash publications to general slowdown in publication output. Certain mandated publications have been produced on schedule, but numerous research reports and individual publications have not been made available. . . .

Field Services:

Perhaps one of the strongest contributions of the Division to the state has been the effective field services offered by Dr. Donald Randall in assisting individuals and systems in the design of projects; Mr. Leo P. Turo and the accounting staff in the conduct of financial workshops and in the consultant services offered by them to school administrators at the Woburn Center and in their own communities; and Mr. Clement G. Perkins in consulting with school systems regarding the establishment of data processing systems throughout the state. It is of interest to report that approximately 70 school systems now have data processing equipment ranging from minimal keypunch installations to computers located in Boston, Newton, Springfield and contemplated computer locations in key vocational technical schools throughout the state.

Related to the Field Service responsibility has been the extensive use made by educators and other state personnel of the facilities, and particularly the conference room at Woburn. The Research and Development Center has been visited by some 100 to 200 people per month for conferences and consultations. The Center has also been used by groups representing other Divisions of the Department. It has been the intention of the Research and Development administration to increase communication and service to other Divisions of the Department. Some success appears to have been achieved in this area. . . .

Division Relationships:

One favorable item receiving consistent endorsement is the cooperative relationships existing between the Department through its Research and Development Division and such other State Departments as Corporations and Taxation, State Treasurer's Office and Administration and Finance (Comptroller's Office). Tangible results reflected in the interchange of data and information have been of mutual benefit to the Departments involved.

Efforts have been made, to some extent successful, to bring about a closer relationship between the Department and colleges and universities. Specific instances of this may be illustrated by: (1) the planning of an internship program with Northeastern University; (2) visitation to the Division's Research and Development Center by graduate groups from Boston University, Northeastern University, and Assumption College; (3) involvement by staff members in lecture situations to graduate groups at Tufts University and the University of Massachusetts; and (4) representation of the Department at various professional associations throughout the state. Particular responsibility by Division personnel is noted in the Massachusetts Association of School Business Officials, the School Secretaries Association, the Massachusetts Data Processing Association, and the Council on Educational Data Systems.

Continuance and expansion of the above must occur, as such relationships have long-range implications for the recruitment problems of the Department and for application of Department service and influence throughout the state.

Title X subcommittees, administrators and educators throughout the state working under the leadership of Division personnel illustrate another instance of effective Department relationships with the field.

Planning and Development:

As attention is given to planning and development responsibilities, two significant problems come to the fore. These are *first,* the need for continued attention to long-term fiscal planning involving both state and federal funds; and *second,* attention to a matrix of factors affecting the esprit de corps of professional staff and personnel. Of course, salary level (now not at all competitive with school systems, colleges or industry) is a major element needing revision. However, the total professional image of the personnel in the eyes of the public whom they are serving and their own self-image as reflecting a kind of professional savoir faire or status must be given paramount consideration by Department leadership from the Assistant Commissioner through Board level.

In conclusion, it is the sincere belief of the Assistant Commissioner in charge of this Division, that if fiscal responsibilities can be met, the contribution of the Division to the Department and resulting state contributions can reflect achievements hardly contemplated by existing personnel.

DIVISION OF SCHOOL FACILITIES AND RELATED SERVICES

George J. Collins
Assistant Commissioner

The major objective of this Division established by the General Court under Chapter 572 of the Acts of 1965 is to support the educational process of teaching and learning primarily in the public schools of the Commonwealth and also in some services to assist non-public schools.

Responsibilities specifically assigned to this Division provide assistance to local school officials in (1) the construction of new facilities for public schools, (2) the transportation of children and youth to public and non-public schools, and (3) the preparation of school lunches in public and non-public schools.

> (1) In fulfilling the responsibility for construction of new school facilities, this Division assists local public school building committees with determining needs for school construction, with the planning of new facilities, and with forming regional school districts to provide better educational opportunities as the most economical investment of local and state funds. Primarily this assistance is provided by a series of school building needs conferences with local school officials. During the reporting year, members of this Division conducted over 500 meetings with local school committees.
>
> Long-range planning is vital for fulfilling the twofold objectives of providing adequate educational facilities for children at the least expense to taxpayers. Construction costs have increased almost in proportion to the acceleration of redevelopment projects in the larger population centers. Systemized approaches which integrate some of the construction trades are being studied for applicability to the northeast and potential economies. Increases in staff already approved should improve the services to local officials and free experienced staff members of the School Building Assistance Bureau to pursue

further studies of economies and to develop newer planning systems for more functional facilities with longer periods of service for new construction.

(2) This Division reviews and advises local school officials on bidding, routing, and contracting for public and non-public school transportation service. Auditing of accounts to determine the transportation reimbursements for school districts under Chapter 71, Sections 7A and 7B are centralized services in the Department conducted by the Division of Research and Development. The Division will continue its coordination with the Division of Curriculum and Instruction, the Registry of Motor Vehicles, and the Department of Public Safety to improve safety records and transportation services.

(3) The Commonwealth provides outstanding school lunch and nutrition services to public and non-public schools and other agencies as permitted by federal and state statutes. The in-service programs held throughout the year in various parts of the Commonwealth enable cafeteria workers opportunities to see demonstrations, discuss problems, and receive suggestions to increase the use of federal commodities which will add to the nutrition and reduce the cost of school lunches.

The academic program jointly conducted by the Department of Education with the University of Massachusetts will permit food services workers to obtain an Associate in Science Degree and to receive valuable in-service training so that they can provide more effective service to children in the Commonwealth.

An experienced manager complements the staff of nutritionists and auditors to improve services to local communities. The manager acts as a trouble shooter aiding new local directors in preparing nutritious and attractive lunches for children. Auditors in the Bureau of School Lunch review accounts and act as catalysts in each district disseminating the best practices followed throughout the state by experienced food service directors.

A new area of related services for this Division concerns itself with the coordination of health services provided by the Department of Public Health and local school officials. Massachusetts has initiated many firsts for health services through the schools in the last few decades. The objective for this Division is to encourage the spread of the better practices throughout the schools of the Commonwealth.

DIVISION OF ADMINISTRATION AND PERSONNEL

Douglas A. Chandler
Associate Commissioner

I am pleased to submit the first Annual Report of the Division of Administration and Personnel. With the reorganization of the Department of Education under Chapter 572 of the Acts of 1965, this Division, under the direction of an Associate Commissioner, became responsible for the functions of the Teachers' Retirement Board, the Bureau of Teacher Certification and Placement, the Personnel Office and the Business Office. Each unit will be reported on separately.

Teachers' Retirement Board:

Although the Board establishes the policies and carries out the regular and quasi judicial functions of its mandated responsibilities, the ongoing operation of the teachers' retirement system has been placed for administrative purposes in the Division of Administration and Personnel.

The affairs of the Board are conducted under the direction of the Executive Secretary. All legal requirements and accounting processes are in compliance with statute. Backlogs of work occur at periodic intervals and extra effort through overtime is used to clear the calendar. If the present procedures are followed, it is inevitable that more workers will be needed as the membership, active and retired, in the system increases.

During the past eighteen months, three separate teams of systems analysts have made limited studies of the retirement processes and all have agreed that the nature of the work lends itself admirably to automation. After having talked at length with these people, it is my recommendation that a thorough study be made of the procedures and that a system and program be developed for the consideration of the Board. It seems reasonable to assume that appropriate automated procedures could increase efficiency, reduce the volume of filed materials and either maintain or reduce the size of the staff even though the work load increases. As a part of the systems study, the possibility of eliminating the duplication of supporting records for a teacher who applies for certification and then joins the retirement system should be explored.

Teachers Certification and Placement:

The Bureau of Teacher Certification and Placement has been faced with a constantly increasing work load as more and more applicants petition for certificates. Commendable efficiency coupled with staff willingness to work many extra hours has made it possible to process applications within reasonable time limits. However, as was indicated in the case of Teachers' Retirement, the mechanical record keeping and certificate issuing functions of the Certification Bureau are long overdue for full automation. I believe that our computer facility in Woburn now has the potential to serve both Retirement and Certification with a reasonably sophisticated data gathering and interpreting program, and I recommend that immediate steps be taken toward implementation of these services.

A comprehensive review of our existing certification requirements and procedures must be carried out in the immediate future. The Advisory Council on Education is underway with a study of Teacher Certification and Teacher Education and our Bureau is represented on the Study Committee. Even though we eagerly participate in this study, and even though there is potential for far-reaching recommendations for needed improvements, I do not believe we can wait for its conclusions before any steps are taken by the Department to meet known and basic limitations in existing certification legislation.

Our waiver system is cumbersome and inadequate to meet the needs of those applicants for certification who are close to meeting all requirements for the certificate. I believe we need carefully planned regulations which would allow us to grant three types of certificates: (1) Temporary, (2) Provisional, and (3) Full Professional.

Local school systems face problems in employing qualified teachers in certain curriculum areas where teacher supply is critically short. At the moment, this is dramatically illustrated in the field of Industrial Arts. There just aren't enough trained and certified teachers of Industrial Arts to meet the needs of the schools. The Department, in cooperation with teacher training institutions which offer fine programs in Industrial Arts teacher preparation, is hopeful that a solution to this vexing problem can be found. More flexibility in our certification process would certainly be helpful. . . .

Personnel Office:

The Personnel Office has been charged with general responsibility for recruiting, interviewing and recommending candidates for employment, particularly in the classified service area. The paper work under Civil Service rules and regulations is substantial. Delays in processing new employees and upgrading existing employees, effecting desired changes in job groups and/or classifications, hamper the proper functioning of the Office.

Employee relations, an increasingly important part of the Office's responsibilities, must be improved in many ways. We need a comprehensive orientation and in-service training program for all employees. Manuals of regulations and procedures must be prepared and be given to all employees. Periodic workshops designed to instruct and inform employees of Department policies, programs, regulations and customs need to be set up.

The Department is handicapped by a critical shortage of competent clerical, stenographic, and record keeping personnel. Our salary schedule for these positions is not competitive in today's market. We must, therefore, develop aggressive recruitment tactics and seek for ways in which the "fringe benefits" of employment in the Department may be exploited.

The Personnel Office also suffers from inadequate staffing if its total function is to be approximated. Middle management people are needed to deal with the problems outlined above. The Personnel Supervisor must be freed from "paper routine" so that her talents may be devoted toward the improvement of personnel practices in the Department.

Business Office:

The Business Office is the central financial nerve center of the Department. Among its fundamental responsibilities is included the orderly processing of the business affairs of the Department in accordance with state and Department regulations. Down through the years the Business Office has functioned efficiently and economically, and hopefully with minimum constraint on the educational goals of the Department. In a rapidly changing fiscal and financial environment, the need for a comprehensive study of principles and processes of operation is obvious.

The Commonwealth is completing a study which will lead to an integrated automated system of accounting for all departments. In anticipation of the changes which will be required under the unified state procedure, we have held off on modernizing our own accounting office. We propose to implement the new plan as speedily as possible so that our semi-independent corollary activities may be modernized and integrated at the same time. Although we do not yet know what degree of automation will be mandated by the state, we are well aware that we have the potential to comply with, and even to expand the minimum procedures through our own computer and supporting machinery capacity.

Our goal for the Business Office, as we move in new directions involving automation, is to make the accounting process serve the fiscal needs of the operating divisions. Budget preparation and control, analyses of expenditures, encumbrances and remaining balances, allotments to appropriate subsidiary accounts, are tools of management which are vital to the successful achievement of Department purposes. Each Division Head or his designated representative must be fiscally responsible for the operation of the Division. Much can and will be done to make the Business Office a participating partner with the Department management.

Division Administration:

The Division of Administration and Personnel, including the special bureaus mentioned above, is the service arm of the Department. Its functions and responsibilities cut across Division lines as the needs of all are coordinated and served.

The proposed plans for operation include a team approach to overlapping problems. The Associate Commissioner, Business Agent and Personnel Supervisor constitute a team to coordinate the fiscal and personnel needs of the Department. It must be made clear to all Divisions that the total requirements of the Department take precedence. Carefully planned uses of Department resources including personnel will expedite immediate and future goals. A much closer liaison with the state administration and the legislative body is highly desirable so that our needs may be interpreted to key governmental officials during the decision making process. . . .

This report has emphasized the potential for service which we believe the Division of Administration and Personnel can and must render to the Department. If it seems to be critical of existing limitations, this is only to indicate our constructive concern. Tribute, richly deserved, is eagerly paid to the many dedicated people in the Division who have given willingly of themselves in the service of the Department.

We acknowledge with grateful appreciation the encouragement and patience of our co-workers, the leadership and dedication of the Board of Education and the Commissioner. We pledge our continuing best efforts in behalf of equality and excellence in education for Massachusetts.

DIVISION OF CURRICULUM AND INSTRUCTION

John J. O'Neill
Associate Commissioner

Over the past year, the Division of Curriculum and Instruction has been concerned with executing the mandate assigned to it by Chapter 572 of the Acts of 1965. In essence, the Division has attempted within its resources to expand and improve the quality of its services to the schools of the Commonwealth. The accomplishment of the Division has been commensurate with its resources, but the experience of the past year has provided a dramatic insight into the magnitude of the problems of the future.

The Division of Curriculum and Instruction consists of the following Bureaus: Adult Education and Extended Services, Civic Education, Curriculum Innovation, Elementary and Secondary Education, Library Extension, Special Education and Vocational Education.

Bureau of Elementary and Secondary Education:

It is appropriate here to mention the major developments over the past year which represent concrete steps toward the implementation of Chapter 572. Two Regional Centers, one in Pittsfield to serve the Berkshire County area and a second in Worcester to serve the

Worcester County area have completed a full year of operation. The growth and development of these Regional Centers is a source of positive evidence to support the expansion of the regional center concept to other areas of the Commonwealth.

The report of the Kindergarten Study Committee has been completed and its essential recommendations have been accepted by the Board of Education.

During the past year, the Board has received and accepted the report and recommendations of the Advisory Committee on Physical Education.

A major advisory committee was established by the Board last year to study the problem of pupil-teacher ratios in the schools of the Commonwealth. This committee will be reporting its findings and recommendations in the immediate future.

These activities are significant insofar as they represent concrete steps toward major policies for increasing the quality of education in the Commonwealth. They should not be allowed to obscure a complex pattern of service to the schools that represent the daily schedule of this Division. Thirteen communities utilized the resources of the Division for overall school surveys this year, and at least an equal number can be expected for the coming year. The actual administration and evaluation of federally funded programs was executed with conspicuous efficiency and maximum utilization of the federal dollar. Under the stimulus of matching funds to be made available by the General Court, twenty-five school districts have developed acceptable programs for academically talented. Additional communities hold promise of developing quality programs specifically aimed at meeting the needs of academically talented children.

Bureau of Special Education:

In the area of special education, the Division is charged with the responsibility of providing adequate educational programs for children who are mentally retarded, physically handicapped, deaf, emotionally disturbed, visually handicapped, perceptually handicapped, and children with speech and hearing disabilities. The demands for services in all programs in these areas has taxed both the professional staff and the financial resources available to the Division. The availability of federal funds for the purpose of teacher training, increased staff membership and operational expenses has been helpful, but also illustrates the need for vastly increased state financial support in this area if the Division is to carry out its mission.

Problems in the area of special education that the Division must begin to act on in the coming year are: (1) an evaluation of existing programs; (2) the need for a sweeping revision of laws, regulations, curriculum and certification standards; (3) the need to structure effective communication channels with institutions of higher education, public school systems and the general public; and (4) the need to bring an inter-disciplinary and unified approach to all areas of handicap.

Bureau of Vocational Education:

In the area of vocational-technical education, the resources of the Commonwealth have been strengthened at several levels. The regional vocational-technical high school concept has been expanded by the opening of one new regional vocational-technical high school—the Southeastern Vocational-Technical Regional High School. This brings the total of regional vocational-technical high schools to six. Four more will be open by September of 1969.

All areas of the Commonwealth will be served eventually by these schools. They constitute multi-purpose, multi-occupational skill training centers, and will contribute in a most significant way to the quality and range of offerings in the areas of vocational-technical education. At the post-secondary level, the growth of post-secondary technical programs in the Commonwealth's Community College system will provide a major resource for post-secondary technical and business office education.

The jurisdictional ambiguity of responsibility for post-secondary technical education is now being studied by consultants to the Advisory Council. Clarification of this issue will result in the rapid development of educational resources in the vocational-technical area at the secondary and post-secondary level. The development of genuinely comprehensive high schools—combining good general education and thorough vocational training—is a major target for the coming year.

Bureau of Adult Education and Extended Services:

By far the most significant development in the area of adult education over the last year occurred in May when the Board of Education voted a new avenue of approach concerning the award of High School Equivalency Certificates–the General Educational Development Tests method. Since the inception of the High School Equivalency Program in 1945, the Department of Education has offered only the traditional sixteen unit method. The two avenues of approach–the G.E.D. Test method and the sixteen unit method–have involved an adaptation of present procedures. New forms have been developed, official G.E.D. Test Centers have been set up, and candidates, new and old, have been informed of this establishment. This policy represents a realistic adaptation to the educational needs of a segment of the population.

Bureau of Curriculum Innovation:

The Bureau of Curriculum Innovation is the most recently established Bureau within the Division of Curriculum and Instruction. The mission of this Bureau is to search for, select, evaluate, disseminate and demonstrate new and effective curriculum material. . . .

Current plans call for the establishment of probably fifteen regions around the state and the appointment from local sources of a professional staff person on a part-time basis who will become a consultant to the Bureau. Subsequently, this individual will be the Bureau's very important link to local communities. The Regional Centers that are established will occupy key positions in the communications network when it is finally developed.

Bureau of Library Extension:

The efforts of the Division's responsibility for library services is most clearly demonstrated in its administration and allocation of state and federal funds for strengthening library services.

STATE AID FOR PUBLIC LIBRARIES

The present state-aid law makes a two-pronged approach to the state financial participation in the improvement of local public libraries. Under the direct grant to local municipalities meeting minimum standards of public library service, 303 of the 339 eligible public libraries participated and received grants totalling $1,261,390. The records show conclusively that these state funds have improved personnel standards, increased local hours of service, and resulted in a larger percent of the total library budget being expended for books and related services. . . .

FEDERAL AID FOR LIBRARY SERVICES

As a result of funding received under the Library Services and Construction Act, it has been possible to strengthen the staff of the Bureau of Library Extension, to supplement the static and inadequate handling of the state-aided public library systems, and to centralize and coordinate inter-library lending at the Boston Public Library. Federal funds have been disbursed through the Bureau of Library Extension to local communities in library construction. Funds have been made available to this Bureau for planning purposes in the area of inter-library cooperation, institutional library services and library service to the physically handicapped. Under Title II of the Elementary and Secondary Education Act of 1965, program participation involved 87% of the private schools and 96% of the public schools. This is an impressive record of involvement.

It would be unrealistic to close this report without commenting on some of the resources that the Division must have if it is to expand and increase the quality of its service to the schools of the Commonwealth. The recruiting of properly qualified personnel is becoming increasingly difficult under the present classification grades and accompanying salary range. They are not competitive for able professional leadership with what is being offered in the local, regional or national markets.

The amount of money available for operating expenditures—travel, printing, teachers' meetings—is completely inadequate to fund the jobs that must be done. While it is possible for the Division to attract vigorous young professional leaders, it is not possible to hold them on the job if the resources are not available to carry out their assignments.

There is a general manpower shortage as far as supporting personnel is concerned. This is true of the metropolitan Boston area and the efficiency of the Division is impaired by this prevailing condition. To what extent it can be remedied in the future is difficult to say, but for the present it presents a real obstacle to efficient operation.

By way of summary, it can be said fairly that although a good deal has been accomplished in the last year, there remains a considerable body of work to be accomplished if the Division is to render the quality of service appropriate to the needs of the Commonwealth.

COORDINATION OF THE DIVISIONS

Thomas J. Curtin
Deputy Commissioner of Education

Toward Equality of Educational Opportunity:

The elimination of racial imbalance and the realization of more adequate school district organizational patterns continued to receive high priority ratings among the goals of the Department's Divisions during the past year. Each of these aims is distinctly contributory toward the overriding purpose of providing equality of educational opportunity for all children and youth in the Commonwealth.

Progress was made in implementing Chapter 641 of the Acts of 1965, the state's unique Racial Imbalance Act. These successes in achieving integrated education for increasing numbers of non-white children, in particular, have come slowly, however, and in Boston, only after protracted struggles involving court action. The two most significant cases were brought by the School Committee of the City of Boston against the Board of Education essentially as a result of disapproval by the Board of the racial imbalance plan sent by Boston first on June 13, 1966, and resubmitted without change on July 7, 1966. One case was heard on a petition for judicial review of the determinations by the Board; the second case represented a challenge on the constitutionality of the racial imbalance statute.

On December 21, 1966, Justice Donald M. Macaulay of the Superior Court set aside the determination of the Board and remanded the matters to the Board for further action. On December 30, the same Justice referred the issue of the constitutionality of the Act to the Judicial Court of the Commonwealth.

Following a meeting held in January, 1967 of the State Board and the Boston School Committee, a very productive series of sessions was held by the Department's Task Force and staff representatives of the Boston School Committee resulting in the development of a new plan which the Board of Education accepted on March 15. This new plan, ironically, contained all the basic features recommended to Boston by the Board in June of 1966, and not only provided for some satisfactory interim measures, but also included a commitment to build five, one-thousand pupil racially balanced "larger neighborhood schools" and a sixth 750 pupil "magnet school" to be erected in a Negro neighborhood with a guarantee of racial balance to be achieved by attracting white pupils from other areas. The gratifying result is that these new schools are rapidly moving toward the construction stage.

Equally salutory from the point of view of the Board of Education and the General Court is the fact that the Supreme Judicial Court, by unanimous vote, declared the Racial Imbalance Act constitutional on June 9, 1967.

Although the Board of Education had voted in April of 1966 to accept a first-stage racial imbalance plan submitted by the Springfield School Committee, the latter has at this writing not presented a plan for implementing in 1967-1968 which meets with state approval. Negotiations are continuing with the expectancy that a satisfactory result will be obtained. Cambridge and New Bedford, the only other municipalities containing racially imbalanced schools, submitted plans in December of 1966 which were clearly acceptable to the Board.

In early October of 1966, the United States Commission on Civil Rights held hearings in Boston on the matter of racial isolation in public schools. The Commissioner of Education presented a statement concerning the situation in the Commonwealth and reported on the activities of the Board of Education in implementing the state statute on racial imbalance. It is interesting to note that in the final report published by the United States Civil Rights Commission in February of 1967 entitled, *Racial Isolation in the Public Schools,* that the Massachusetts Racial Imbalance Act is singled out as model legislation for the nation.

It is pertinent also to note that the television series, "Education and Race Relations," produced by the Massachusetts Department of Education in 1965-1966, in cooperation with Tufts University and WGBH-TV under a Title IV, Civil Rights Act of 1964 grant, is now being used throughout the country for teacher-training purposes. A book based essentially on this series and co-edited by the Deputy Commissioner has been published under the title, "Poverty, Education, and Race Relations."

School District Organization:

Reference was made earlier to the pertinency of adequate school districting to the attainment of equal educational opportunity. There is still a marked need to reduce Massachusetts' 390 school districts to a more educationally defensible target of approximately 250 districts, eliminating in the process a number of small units which fail to provide adequate programming and efficient administrative control. Three specific steps toward correcting this situation have been pursued during the year: (1) the Board of Education has filed related legislation; (2) the Department's Advisory Committee on Unions and Regional School Districts has assisted several communities which desired to effect changes in district patterns, and (3) this same Advisory Committee has concentrated on the preparation of new guidelines to enhance the formation of an additional number of adequate school districts in the near future.

The four bills filed by the Board for the 1967 Session of the General Court were clearly intended to encourage and expedite the growth of kindergarten to grade twelve regional school districts. Two of these bills would provide financial incentives for towns which join twelve or thirteen grade regional school districts–one through increased grants for related construction purposes, and the other through categorical aid beyond the regular general aid reimbursement allowed for operational costs. The other two acts, which have since been referred to the next annual session, would have simplified the process of dissolving superintendency unions and would have facilitated their entrance into a regional district.

A total of five union superintendency dissolutions occurred during this past year as evolutionary measures leading to more adequate district structures. In each instance, the Department's staff, operating through Bureau responsibilities and through the unified Advisory Committee on Unions and Regional School Districts, contributed significantly to the local effort. The unions which were dissolved and then adjusted into more meaningful districts included: Union #24 (Holden, Oakham, Paxton, Princeton, Rutland, and Sterling); Union #2 (Barre, Hardwick, Hubbardston, and Petersham); Union #35 (Millis and Norfolk); Union #9 (Buckland, Colrain, and Shelburne); and Union #11 (Dennis, Yarmouth, and Brewster) simultaneously with Union $54 (Eastham, Orleans, and Wellfleet).

Additionally, the Department helped in the formation or extension of several regional districts including: Mahar Regional School

District, Warren-West Brookfield Regional School District, Newbury-Salisbury-Rowley Regional School District, Hamilton-Wenham Regional School District, Groton-Dunstable Regional District Planning Board, Southern Worcester County Regional Vocational School District, and the Framingham Area Regional Vocational School District.

The Advisory Committee on Unions and Regional School Districts assisted particularly through the research efforts of two of its members (Assistant Commissioner George J. Collins and Lawrence A. Ovian, Senior Supervisor for Secondary Education) has refined earlier criteria for judging the adequacy of school districts with the expressed intent of obtaining final approval of permanent guidelines by the Board of Education in late 1967. The publishing and broad utilization of these comprehensive guidelines, coupled with the introduction of additional legislation embodying financial incentives, is expected to bring about a substantial breakthrough in this problem area.

LEGISLATION

In line with past practices, selected acts and resolves are included in this section of the annual report. Comment has been made previously concerning the complete listing which can be found in other publications of the Department and the Commonwealth. This year the legislative enactments fall naturally into three categories, viz., school district reorganization (see statutes relating to regional vocational schools), special services (e.g., Commonwealth's Teachers Corps, Vietnam Service Scholarships, and programs for the Perceptually Handicapped), and fiscal considerations (e.g., school tax rates and minimum salaries for teachers). In the last named statute, the compensation for teachers shall be not less than $5,750 per annum, effective September 1, 1968.

SELECTED ACTS

Acts of 1966

Chapter

506	An Act providing for the attendance of certain children in public schools of cities or towns other than the cities or towns in which they reside. Approved August 13, 1966.
513	An Act authorizing the formation of a vocational regional school district by the city of Marlborough and the towns of Berlin, Boylston, Clinton, Hudson, Lincoln, Maynard, Northborough, Southborough, Sudbury and Westborough. Approved August 16, 1966.

Acts of 1966

Chapter

517	An Act establishing a teachers' corps for the commonwealth. Approved August 11, 1966.
549	An Act providing for the establishment of job training and job retraining centers by the board of education. Approved August 24, 1966.
589	An Act establishing the council on the arts and humanities. Approved September 1, 1966.
601	An Act establishing a program of financial aid for vietnam veterans attending state institutions of higher education. Approved September 2, 1966.
647	An Act providing for the instruction and training of children with certain learning impairments, and reimbursing cities, towns and school districts for expenses incurred in connection therewith. Approved September 3, 1966.

Acts of 1967

Chapter

16	An Act authorizing the inclusion of the towns of Freetown and Lakeville in the formation of a vocational regional school district by the city of Taunton and certain towns. Approved February 27, 1967.
94	An Act authorizing the formation of a vocational regional school district by the city of Lowell and the towns of Dracut, Dunstable, Tyngsborough and Pepperell. Approved March 29, 1967.
111	An Act relative to driver education courses in schools. Approved April 5, 1967.
156	An Act authorizing the formation of a vocational regional school district by the cities of Haverhill and Newburyport and the towns of Amesbury, Boxford, Georgetown, Groveland, Ipswich, Merrimac, Newbury, Rowley, Salisbury, Topsfield and West Newbury. Approved April 20, 1967.

Acts of 1967

Chapter

272	An Act increasing the minimum salary of public school teachers. Approved May 17, 1967.
315	An Act relative to the formula to be used in the determination of school tax rates. Approved May 25, 1967.
342	An Act confirming the formation of the Montachusett regional vocational-technical school district. Approved June 12, 1967.
344	An Act increasing the amount of annual compensation that certain retired teachers may earn while employed as substitute teachers in public schools. Approved June 12, 1967.
388	An Act authorizing school committees to expend certain federal funds received for educational purposes without including the purpose of such expenditures in, or applying such amount to, any budget or appropriation request. Approved June 20, 1967.

CONCLUSION

In the introduction of this report, reference was made to the inevitability of growth and change. There can be little question as to the Department's accent on progress. In each of the excerpted reports of executive officers, a common thread could be found which emphasizes the need to assist our school systems in fostering and maintaining standards of excellence. Yet, growth for future years may be too restricted if our sights encompass only the next five or ten years. What does the future hold for Massachusetts education beyond this period as we approach the turn of the century? For those who think that this may be stargazing into the distant beyond, I would remind them that this year's kindergartners will graduate from college in 1984. A major portion of their lives will be spent in the 21st Century. What about this future? Among inevitable changes I foresee—

- A free system of public education from kindergarten through the fourteenth grade or junior college level.

- Curricula which reflect a drop of at least 2 or 3 years in the grade level where offered, i.e., today's 12th Grade subjects will be taught on the 9th Grade level or today's 6th Grade subjects in the 3rd or 4th Grades. With the world's compendium of knowledge doubling every 10 to 15 years, these adjustments become imperative. I do not, however, foresee widespread accelerated programs resulting in early graduation. Each child will be allowed to live fully and richly on each age and grade level. There is nothing so grand and alluring about adulthood that we should rush them into that promised land ahead of schedule.

- Educational goals which underscore the humanities, vocational-technical competencies, and international understanding among others. The overall aims, however, will not be appreciably different from those enunciated in 1918 when the Seven Cardinal Principles of Education were first published.

- Instructional materials centers and learning laboratories serving each school system and region. These centers will make far more effective use of our soon to be adopted television network.

- A computerized society with the schools making full use of automated equipment including academic juke boxes. These, at the press of a button, will supply instructional feedback in every subject field on a 24-hour per day basis. Homes as well as classrooms will have direct access to such learning aids with electronic terminals as common as telephones today.

- A 12-month school year of not less than 190 days required, and a 4 to 6 weeks summer session on an optional or voluntary basis.

- Educational parks and community schools open from 7:00 a.m. to 10:00 p.m. daily. The day of limited use and the locked school building or recreational facility will be a matter of ancient history. The sooner this concept is accepted the better for all concerned. Even in 1967, we can point to locked chainlink fences around athletic fields used as little as 4 times a year; and multi-million dollar school buildings used as little as 30% of the full day and 50% of the calendar year.

- A pupil-teacher ratio of 40 elementary teachers per 1,000 students and 10 non-classroom professionals per 1,000. At the secondary level, 60 teachers per 1,000 students and 15 non-classroom professionals will be the minimum standard. With more sophisticated hardware, much greater emphasis will be placed on individualized instruction.

- The disappearance of sacred school district boundaries and the recognition that larger metropolitan districts make good educational sense.

- School district reorganization cutting the present number of districts from 390 to approximately 250.

- A premium on cooperation and interdependence among the local, state, and federal partners. The state, however, will not change its two basic functions, viz., to set and enforce minimum standards, and to encourage and help local districts to exceed these standards.

- A separate taxing structure for the support of education with additional authority vested in the school committees to build schools.

- State financial assistance based on a formula involving 80% general aid and 20% categorical aid.

- Federal aid based on block grants directly to the several states.

- A total cost for education double or possibly triple the level of current expenditures. In this connection the gross national product will support such expansion and citizens will begin to recognize that communities cannot afford poor schools, whatever the price.

None of the above can even approach realization unless the current and the succeeding generation make a total commitment to education. If 1967 can be used as a benchmark year, and if the momentum of the past twelve months can be continued, quality education for all children and youth is assured. By avoiding the very great temptation to look backward at successive stages of progress, we can and will devote our full energies to worthy goals in the years ahead.

Respectfully submitted,

Owen B. Kiernan
Commissioner of Education

November 15, 1967

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

ANNUAL REPORT OF THE DEPUTY COMMISSIONER

Year Ending June 30, 1967

General Management and Coordination

The first-stage implementation of Chapter 572 of the Acts of 1965 by the Board of Education and the Commissioner was climaxed early in Fiscal 1967 when four of the division heads required under the statute assumed their administrative posts; namely, the Associate Commissioner for the Division of Curriculum and Instruction, the Associate Commissioner for the Division of Administration and Personnel, the Assistant Commissioner for the Division of Research and Development, and the Assistant Commissioner for the Division of State and Federal Assistance. (The Assistant Commissioner for the Division of School Facilities and Related Services joined the Department in February of 1967.)

The first Cabinet meeting, so-called, was held by the Commissioner on October 20, 1966, for the explicit purpose of implementing the statutory mandates contained in sections 1F and 1G of Chapter 572. Specific divisional assignments related to the fulfillment of charges contained in section 1G, in particular, were made at this time by the Commissioner.

In subsequent meetings with the Commissioner and in interim sessions chaired by the Deputy, and on a daily basis, the Cabinet has further delineated its statutory responsibilities and worked to achieve maximum coordination of effort. The Deputy has acted with and through the Associate and Assistant Commissioners in their capacities as divisional heads to meet certain needs that are contributory to, or supportive of, a strengthened Department.

A high priority in the effective operation of the Department is the development of an Organizational Chart which appropriately identifies levels of responsibility and indicates the interrelationships of the component parts. Within the past year, the necessary refinement of bureau locations within prescribed divisions has been essentially achieved, although a modicum of adjustments remains.

One very salutary accomplishment has been the dovetailing of this administrative blueprinting with the major physical operation of moving into the attractive new Departmental headquarters at 182 Tremont Street.

The result has been most gratifying in terms of providing a smoother functioning pattern of management as well as achieving a better working environment. Major credit for the able manner with which the transfer to the new location was achieved should be attributed to Associate Commissioner Douglas A. Chandler and Gerald F. Lambert, who were assigned to this task by the Commissioner.

Another high priority item has been the need to clarify and to revise the Department's personnel situation. The desirability of improving the salary schedule and of instituting a more meaningful in-service training program are clearly understood. The latter goal is already under examination by Associate Commissioner Chandler and the Personnel Director. Equally serious, however, and perhaps more difficult to resolve is the problem of centralizing the process of engaging professional personnel and of accounting for the assignment of present and future employees to appropriate and more clearly defined divisional accounts. In short, the uncertainties of state and federal financial support are such that the problem of retaining competent personnel has been aggravated. A case in point is the periodic shifting over of regional center employees and others from federal to state accounts, and back again due to late action on budget requests or unexpected cuts in the appropriations.

Progress can be reported, however, insofar as Associate and Assistant Commissioners have been able, internally, to correct some personnel practices. As a result of consultations in Cabinet meetings, steps have been taken: (1) to improve the step-by-step procedures relating to interviewing and recommending candidates for employment; to develop an accurate inventory of all current positions in relation to their appropriate accounts and to expedite the necessary transfers, and (3) to encourage use of personnel across divisional lines where appropriate, such as in the conduct of surveys of local school systems.

Another major Cabinet consideration has been the clarification and enhancement of the budget-making process and related legislative follow-up. Supplementing the Commissioner's leadership role, the Deputy and Associate and Assistant Commissioners participated extensively in the implementation of the Title V, Elementary and Secondary Education Act 1967 budget and preparation of the 1968 budget under this same federal title; and in the preparation of the Department's 1968 Supplementary Budget and 1969 Budget for the state.

At the request of the Board of Education, the Associate and Assistant Commissioners prepared a detailed "Progress Report on Mandated Services" which was presented by the Commissioner to the Board at its June meeting. This report, covering the period from January through May of 1967, complemented the Commissioner's "Progress Report" covering the first half of the fiscal year.

Special Assignments*

Toward Equality of Educational Opportunity

The elimination of racial imbalance and the realization of more adequate school district organizational patterns continued to receive high priority ratings among the goals of the Department during the past fiscal year. Each of these aims is distinctly contributory toward the overriding purpose of providing equality of educational opportunity for all children and youth in the Commonwealth.

Progress was made in Fiscal 1967 in implementing Chapter 641 of the Acts of 1965, the state's unique racial imbalance act. These successes in achieving integrated education for increasing numbers of nonwhite children, in particular, have come slowly, however, and, in Boston, only after protracted struggles involving court action. The two most significant cases were brought by the School Committee of the City of Boston against the Board of Education essentially as a result of disapproval by the Board of the racial imbalance plan sent by Boston, first on June 13, 1966, and resubmitted without change on July 7, 1966. One case was heard on a petition for judicial review of the determinations by the Board; the second case represented a challenge of the constitutionality of the racial imbalance statute.

On December 21, 1966, Justice Donald M. Macaulay of the Superior Court set aside the determination of the Board and remanded the matter to the Board for further action. On December 30, the same Justice referred the issue of the constitutionality of Chapter 641 of the Acts of 1965 to the Supreme Judicial Court of the Commonwealth.

Following a meeting held in January of 1967 of the State Board and the Boston School Committee, a very productive series of sessions were held by the Department's Task Force and staff representatives of the Boston School Committee, resulting in the development of a new plan which the Board of Education accepted on March 15. This new plan, ironically, contained all the basic features recommended to Boston by the Board in June of 1966, and not only provided for some satisfactory interim measures, but also included a commitment to build five one-thousand-pupil racially-imbalanced "larger neighborhood schools" and a sixth 750-pupil "magnet school" to be erected in a Negro neighborhood with a guarantee of racial balance to be achieved by attracting a majority of white pupils from other areas. The gratifying result is that these new schools are rapidly moving toward the construction stage.

Equally salutary from the point of view of the Board of Education and the General Court is the fact that the Supreme Judicial Court, by unanimous vote, declared the racial imbalance act constitutional on June 9, 1967.

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* The Deputy Commissioner serves as Chairman of the Task Force on Racial Imbalance and as Chairman of the Advisory Committee on Unions and Regions.

Although the Board of Education had voted in April of 1966 to accept a first-stage racial imbalance plan submitted by the Springfield School Committee, the latter has, at this writing, not presented a plan for implementing in 1967-1968 which meets with state approval. Negotiations are continuing with the expectancy that a satisfactory result will obtain. Cambridge and New Bedford, the only other municipalities containing racially imbalanced schools, submitted plans in December of 1966 which were clearly acceptable to the Board.

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It is pertinent also to note that the television series, "Education and Race Relations," produced by the Massachusetts Department of Education in 1965-1966, in cooperation with Tufts University and WGBH-TV under a Title IV, Civil Rights Act of 1964 grant, is now being used throughout the country for teacher-training purposes. A book, based essentially on this series and co-edited by the Department's Deputy Commissioner, has been published by Allyn and Bacon Company under the title, Poverty, Education, and Race Relations.

In order further to enhance its teacher-training and community education efforts in racial understanding, the Department, with Board approval, filed a $497,000 proposal with the United States Office of Education in April of 1967. Regrettably, no action has yet been taken by the Congress to fund the program of the Civil Rights Division so that this omnibus program can be implemented in the Commonwealth.

A significant new legislative act, Chapter 506 of the Acts of 1966, was enacted on August 13 of said year essentially to facilitate the voluntary movement of nonwhite children from racially imbalanced urban schools to suburban school systems whose school committees desired to enroll these pupils for the dual purpose of encouraging integrated education and of eliminating racial imbalance. Upon the acceptance of a plan submitted by a local school committee to the Board of Education which satisfies the intent of this act, the Board, from funds appropriated for the purpose, shall provide financial assistance to the town for payment of tuition, transportation, and the salaries of teachers and others who may be required under the plan.

The first state appropriation to implement Chapter 506, Acts of 1966, was voted by the General Court in June of 1967 as part of the budget for Fiscal 1968. The sum of $100,000 was approved for this purpose.

Reference was made earlier of the pertinency of adequate school districting to the attainment of equal educational opportunity. There is still a marked need to reduce Massachusetts' 390 school districts to a more educationally defensible target of approximately 250 districts, eliminating in the process a disturbing number of small units which fail to provide adequate programming and efficient administrative control. Three specific steps toward correcting this situation have been pursued during this fiscal year: (1) the Board of Education has filed related legislation; (2) the Department's Advisory Committee on Unions and Regions has assisted several communities which desired to effect changes in district patterns, and (3) this same Advisory Committee has concentrated on the preparation of new guidelines to enhance the formation of an additional number of adequate school districts in the near future.

The four bills filed by the Board for the 1967 session of the General Court were clearly intended to encourage and expedite the growth of kindergarten to grade twelve regional school districts. Two of these bills would provide financial incentives for towns which join twelve-grade regional school districts: one through increased grants for related construction purposes, and the other through categorical aid beyond the regular general aid reimbursement allowed for operational costs. The other two acts, which have since been referred to the next annual session, would have simplified the process of dissolving superintendency unions and would have facilitated their entrance into a regional district.

A total of five union superintendency dissolutions occurred during this past year as evolutionary measures leading to more adequate district structures. In each instance, Departmental staff, operating through bureau responsibilities and through the unified Advisory Committee on Unions and Regions role, heavily contributed to the local effort. The unions which were dissolved and then adjusted into more meaningful districts included: Union #24 (Holden, Oakham, Paxton, Princeton, Rutland, and Sterling); Union #2 (Barre, Hardwick, Hubbardston, and Petersham); Union #35 (Millis and Norfolk); Union #9 (Buckland, Colrain, and Shelburne), and Union #11 (Dennis, Yarmouth, and Brewster) simultaneously with Union #54 (Eastham, Orleans, and Wellfleet).

Additionally, the Department helped in the formation or extension of several regional districts including: Mahar Regional School District, Warren-West Brookfield Regional School District, Newbury-Salisbury-Rowley Regional School District, Hamilton-Wenham Regional School District, Groton-Dunstable Regional District Planning Board, Southern Worcester County Regional Vocational School District, and the Framingham Area Regional Vocational School District.

The Advisory Committee on Unions and Regions, assisted particularly through the research efforts of two of its members, Assistant Commissioner George J. Collins and Lawrence A. Ovian, Senior Supervisor for Secondary Education, has refined earlier bodies of criteria for judging the adequacy of school districts with the expressed intent of obtaining final approval of permanent guidelines by the Board of Education in late 1967. The publishing and broad utilization of these comprehensive guidelines, coupled with the introduction of additional legislation embodying financial incentives, is expected to bring about a substantial "breakthrough" in this problem area.

Department Representation

The Deputy customarily represents the Department in a variety of situations involving speaking engagements, conference planning, and committee action programs. During the past fiscal year, the Deputy continued to serve as a regular member of the Northeastern States Citizenship Council and as a consultant to the Massachusetts Educational Conference Board, the Joint Council for Economic Education, and the National Conference of Christians and Jews. Additionally, he was a member of the "Wiesner Committee" which, with the cooperation of the Board of Education, drafted legislation designed to promote the development of state-sponsored experimental schools, and also served as a member of the Study Commission of the Council of Chief State School Officers. In the latter capacity, he collaborated in the writing and editing of "The History of the Massachusetts Department of Education, 1900-1965," which will appear as a chapter in the nationwide history of state departments of education to be published by the Study Commission in 1968.

One of the most vital assignments given to the Deputy Commissioner is to serve as the liaison person between the Department and the Executive Committee for Educational Television, popularly known as the "21-Inch Classroom." During the past year, the Deputy continued to act as Chairman of the Executive Committee's subcommittee responsible for the Jansky-Bailey engineering study and McBride management study. These studies have been completed and will, if concurred in by the General Court, result in the expansion of open-circuit and closed-circuit broadcasting for instructional purposes throughout the entire Commonwealth under the direction of a new Massachusetts Educational Communications Commission.

ANNUAL REPORT

Bureau of Teacher Certification and Placement

Year Ending June 30, 1967

The Board of Education appointed Donald W. Falvey as Supervisor in Education, thus recognizing our urgent need for additional staff to carry out the mandated responsibilities of the Bureau. Mr. Falvey holds a bachelor's and a master's degree from the State College in Worcester and has 5 years of teaching experience as well as 2 years as supervisor of student teaching at the State College at Fitchburg. His appointment has helped considerably in performing the routine functions of the Bureau in evaluating applications for certification, acting on requests for waivers and assisting in placement. However, a more rigid enforcement policy in certification is indicated in the surveys made by the Department, and to do this adequately, more professional and more clerical help is needed.

The move of the Department to new quarters at 182 Tremont Street has furnished the Bureau with the space needed for efficient service to the public. Our greatest need at present is clerical assistance. The attached statistics support this contention since the actual processing of over 10,000 certification applications each year as well as placement registrations and teacher vacancies reported is more than five women should be asked to handle. This does not take into consideration the counter, telephone and mail inquiries which must be answered with the courtesy and consideration which the people of Massachusetts have a right to expect from the Department of Education.

Data processing of both our certification and placement files would be most advantageous and, ultimately, much less expensive than our present filing system. There is the problem of getting the information on nearly 88,000 certified teachers and the estimated 15,000 exempted Massachusetts public school teachers together with the placement registration of about 8000 teachers on tape. However, it is a goal that should be striven for and one that would justify the personal and financial effort involved in attaining it.

For several years, the certification requirements mandated in 1951 and implemented in 1956 have been under study by this Bureau and the Commissioner. A Professional Standards Advisory Committee was appointed by the Board of Education and several suggestions for improvement were adopted. However, because these deliberations coincided with the Willis Commission study of education in Massachusetts and because as a result of the Willis report, a new Board of Education and an Advisory Council were established, the implementation of the suggested changes was postponed. At the present time a study of Teacher Education and Certification has been undertaken by the Advisory

Council and this Bureau is cooperating wholeheartedly. However, because our sister states are moving rapidly in the direction of reciprocity in certification and because Massachusetts ranks as one of the top ten states in teacher preparation, it is advisable to reopen the departmental study and to effectuate the reforms indicated without waiting for the results of the Advisory Council study. There are inevitable delays because of the necessity of hearings required by the law and by the built-in legal delay of three years before the new regulations can be finalized. The approval of college programs of teacher education with realistic standards without straight-jacket restrictions or look-step regulations would improve the Bureau's operation and would bring us into line with other states and permit us to enter into compacts with them that would breach the present walls limiting the mobility of the teaching profession.

In promoting this ideal, the Bureau director and his assistant have participated in five regional and national conferences of directors of teacher education and certification; attended conferences of the Elementary Principals Association, the Secondary Principals Association, the Superintendents Association, the Physical Education Teachers Association, the Audio Visual Association, the New England Association of Colleges and Secondary Schools, the Massachusetts Council on Teacher Education, and conducted a state-wide conference on preparation of English teachers. The University of Massachusetts and seven of the state colleges were visited as well as three of the summer programs conducted by these colleges. Visitations were made to seven private colleges, and members of the Bureau served on the NCATE evaluation teams at two private and one state college, and on the evaluation by the State Board of Education of one additional private college. The director participated in the Seattle conference on the role of the state departments of education and his assistant in the English teachers preparationtion study in Chicago. He also attended the National Teacher Education and Professional Standards conference in St. Paul. The director gave one college and two high school graduation addresses, spoke at the Bristol County Teachers Convention and three service club dinners.

TABLE I

Certificates Issued

Classification	1964-65	1965-66	1966-67
Elementary - (Kindergarten through Grade 8)	4545	4158	4159
Secondary - (Senior High School Junior High School Community College)			
English	1764	1673	1551
History	1136	1011	1027
Geography	86	73	65
Social Studies	1595	1677	1540
Mathematics	575	546	519
Chemistry	236	225	199
Physics	101	78	59
Biology	355	342	356
General Science	858	812	728
Earth Science	49	45	26
French	410	378	360
German	72	58	61
Spanish	125	106	143
Russian	20	20	19
Italian	7	9	9
Latin	124	93	61
Greek	11	11	9
Other Modern Languages	2	4	12
Special Subject			
Health and Physical Education	307	305	291
Health	23	25	22
Business Subjects	384	311	27
Home Economics	203	156	179
Industrial Arts	97	78	93
Reading	21	67	38
Art	227	119	223
Music	279	217	231
Speech	91	140	113
Driver Education	22	28	15
Special Class	146	148	124
Speech and Hearing Handicapped	36	59	47
Deaf	2	3	6

TABLE I (Continued)

Supervision and Administration	1964-65	1965-66	1966-67
Health and Physical Education	8	10	23
Health	-	-	1
Business Subjects	7	10	4
Home Economics	-	1	2
Industrial Arts	4	1	5
Reading	3	6	7
Art	41	33	33
Music	38	28	46
Speech	-	1	-
Driver Education	1	6	-
School Psychologist	24	59	15
Guidance Counselor	252	446	137
Guidance Director	74	100	23
General Supervisor	41	64	45
Elementary School Principal	206	185	101
Secondary High School and Junior High School Principal	215	184	110
School Librarian	40	47	71
Superintendent	34	19	21
TOTAL	14,897	14,175	13,595

TABLE II

Teaching Positions Reported

Classifications	1964-65	1965-66	1966-67
Elementary			
Kindergarten - Grade 3	496	453	628
Grades 4-6	368	367	526
Grades 7-8	51	103	115
Combination of all grades	-	-	-
TOTAL	915	923	1269
Special Schools and Classes	109	81	99
Secondary - (Junior and Senior High Schools)			
English	230	248	209
Mathematics	202	204	266
History	15	22	25
Social Studies	99	78	111
Geography	4	6	12
Chemistry	36	31	65
Physics	40	39	48
Biology	39	34	52
General Science	124	110	188
Latin	42	23	37
French	118	119	122
German	10	3	7
Spanish	44	43	51
Other Modern Languages	-	2	-
Russian	-	-	10
TOTAL	1003	962	1203
Special Subjects			
Business Subjects	75	62	89
Physical Education (Male)	55	58	92
Physical Education (Female)	62	71	87
Home Economics	49	38	90
Industrial Arts	106	113	179
Art	89	87	168
Music	94	116	171
Guidance	112	126	149
Speech and Hearing	-	7	57
Reading	121	107	156
Librarian	66	56	87
School Psychologist	-	9	18
Speech	-	28	8
Driver Education	-	3	3
TOTAL	829	881	1354

TABLE II (Continued)

Teaching Positions Reported

Administration	1964-65	1965-66	1966-67
Superintendent & Assistant	27	40	48
Secondary-Senior & Junior High School Principal & Assistant	40	40	54
Elementary Principal & Assistant	43	44	60
Miscellaneous	17	39	96
	127	163	258
GRAND TOTAL	2983	3010	4183

TABLE III

Individuals Certified	9377	8514	9195
Certificates Issued	14897	14175	13595
* Waivers of Certification allowed	1446	1386	610*
New Placement Registrants	1325	1390	752
Teaching vacancies reported	2983	3010	4183

* 733 additional requests pending

ANNUAL REPORT

TEACHERS' RETIREMENT BOARD

For the period

JANUARY 1, 1966 to DECEMBER 31, 1966

During the calendar year 1966, the fifty-third consecutive year of managing the Massachusetts Teachers' Retirement System, the Teachers' Retirement Board pursued its activities in numbers and dollars to the extent of the following:- New teachers entering the service of the public schools of Massachusetts for the first time, of whom membership was required, numbered 7,185. Former teacher members who were reinstated, numbered 1,161. Deposits in the amount of $17,797,170.00 were received and credited to the accounts of the members. Deposits in the amount of $192,470.21 were received by transfer from other retirement systems in the Commonwealth and were credited to members' accounts. The net interest on investments totaled $7,216,163.30. The number of teachers who left the service through resignation totaled 4,727. Of this number 2,327 received refunds totaling $2,282,549.60, and 2,400 totaling $2,257,345.42 were transferred to the inactive membership accounts. Refunds totaling $1,137,729.91 were paid from the inactive membership accounts to 1,489 teachers whose services had terminated through resignation prior to January 1, 1966. Transfers of deposits in the amount of $353,971.42 were made to other retirement systems on account of 182 teachers. Refunds of $272,250.71 were paid to the beneficiaries and estates of 45 active and 7 inactive teachers who died in 1966, and $70,434.28 was paid on account of 13 teachers who died prior to January 1, 1966.

Retirement allowances on account of superannuation were established for 788 teachers in the amount of $3,912,986.64 of which $561,269.04 is annuity which is derived from the accumulated total deductions of the teacher on the date of retirement and $3,351,717.60 is pension chargeable to the appropriation made by the Commonwealth for this purpose. Retirement allowances on account of ordinary disability were established for 10 teachers in the amount of $40,127.16 of which $4,250.76 is annuity and $35,876.40 is pension. A retirement allowance on account of accidental disability was established for 1 teacher in the amount of $6,213.12 of which $779.76 is annuity and $5,433.36 is pension.

An accidental death benefit for 1 person was established totaling $5,356.68, which is chargeable to pension.

Member-survivor allowances were established in 7 instances in which the teacher died before retirement and had appointed an eligible beneficiary. The total of the annual allowances was $16,397.04 of which $4,111.68 is annuity and $12,285.36 is pension. Member-survivor allowances were established in 44 other instances in which teachers died before retirement without nominating an eligible beneficiary and the spouse was eligible to elect the member-survivor allowance in lieu of a cash refund of the accumulated total deductions to the credit of the member on his date of death. The total of the annual allowances established in these cases was $80,996.16 of

which $21,473.16 is annuity and $59,523.00 is pension. Survivor allowances were also established in 17 instances in which the teacher member died before retirement, and the widow or person acting for surviving children under age 18 or over said age who were physically or mentally incapacitated from earning on the date of death of the member, elected to receive benefits for widows and/or children. The total of the annual allowances so established was $46,680.00 of which $3,180.74 is derived from accumulated total deductions and $43,499.26 is chargeable to the Commonwealth appropriation. In all 867 teachers or their survivors were placed on the retired roll of the system.

There were 317 retired teachers who died, and of this number there were 21 instances in which survivor allowances were continued to an eligible beneficiary, as the teacher had elected the joint and last survivor form of retirement allowance at the time of retirement. The total of survivor allowances to be continued was $52,727.04 of which $9,803.52 is annuity and $42,923.52 is pension. There was 1 person granted an allowance as surviving spouse of a member who was retired prior to April 1, 1951, and who had completed 35 years of service and had attained age 65 at the time of retirement. This person is receiving one-half of the retirement allowance the member was receiving at the time of death, and in this instance the total amount is $1,150.08 chargeable to pension. In the remaining 295 instances a total of $356,143.90 was paid to the beneficiaries or estates of teachers who had elected the cash refund annuity form of retirement allowance at the time of retirement. In addition 12 beneficiaries who were receiving survivor allowances died, and in these instances no further payments were made after death. In all 307 teachers and beneficiaries were removed from the retired roll of the system.

As of December 31, 1966, there were 8,897 retired teachers and survivors receiving allowances from the system. The annual retirement allowances of these persons total $30,157,052.88 of which $4,865,157.27 is annuity and $25,291,895.61 is pension. Of this number 136 were receiving allowances on account of ordinary disability totaling $260,415.60 of which $32,914.20 is annuity and $227,501.40 is pension; 15 were receiving allowances on account of accidental disability totaling $67,697.04 of which $6,331.32 is annuity and $61,365.72 is pension; 3 spouses were receiving an accidental death benefit in the amount of $16,392.60 per year all chargeable to pension; 154 beneficiaries were receiving joint and last survivor allowances totaling $288,695.16 of which $57,616.92 is annuity and $231,078.24 is pension; 100 survivors of teachers who died before retirement and who had been appointed by the member as survivor allowance beneficiaries, were receiving allowances totaling $190,557.48 of which $52,912.80 is annuity and $137,644.68 is pension; 378 survivors of teachers who died before retirement and who as spouses elected to receive member-survivor allowances in lieu of cash refunds, were receiving allowances totaling $533,372.52 of which $130,242.48 is annuity and $403,130.04 is pension; 84 widows and persons, acting for surviving children under age 18 or over said age and physically or mentally incapacitated from earning on the date of death of the teacher, were receiving allowances as widows and/or surviving children, totaling $175,287.24 of which $17,544.39 is derived from accumulated total deductions and $157,742.85 is chargeable to the pension appropriation made by the Commonwealth - included in this number are 13 husbands or guardians receiving allowances paid solely for the eligible children of female teacher members. There were also 7 persons receiving allowances under Chapter 506, totaling $9,231.72. There were 8,171 living retired teachers receiving superannuation retirement

allowances in the amount of $28,943,516.52 of which $4,606,840.68 is annuity and $24,336,675.84 is pension.

Annual statements of account revealing balances as of December 31, 1966, for 54,119 members will be issued as required in calendar year 1967. Of this number 49,268 are members actively engaged in the teaching service and 4,851 are members inactive who have left the teaching service by reason of resignation and who have allowed their accumulated deductions to remain on deposit.

During the calendar year, in accordance with Section 20 (2)(c) of Chapter 32 of the General Laws, reimbursement was made to cities and towns of amounts of pensions paid by such cities and towns to teachers retired by such cities and towns under the provisions of general and special laws for the period July 1, 1964, through June 30, 1966, as follows:

To the City of Boston on account of		
Pensions paid under Chapter 589 of the Acts of 1908		$ 246,153.75
Pensions paid under Chapter 521 of the Acts of 1922		141,813.27
Pensions paid under Sections1 to 28 inclusive of Chapter 32 of the General Laws		7,449,032.76
Total to City of Boston		$ 7,836,999.78
To other Cities and Towns on account of		
Pensions paid under Section 43 of Chapter 32 of the General Laws		
Town of Brookline	$9,510.34	
City of Cambridge	8,060.24	
Town of Milton	5,688.73	
City of Pittsfield	5,400.00	
Town of Wellesley	3,279.24	
Total to other Cities and Towns		31,938.55
Grand Total		$ 7,868,938.33

Note should be taken that in 1966 the legislature provided increased appropriations for the fiscal year 1967 sufficient to cover reimbursement payments for the two year period ending June 30, 1966, thus bringing such payments to a more nearly current status and further to permit that future payments would be available to the cities and towns within the six month calendar period immediately following July 1 in each year for pensions paid for the year ending June 30 of such year.

Respectfully submitted,

Owen B. Kiernan, Commissioner

Raymon W. Eldridge

Helen N. Theinert

STATEMENT FOR THE YEAR ENDING DECEMBER 31, 1966, MADE TO THE COMMISSIONER OF INSURANCE BY THE SECRETARY OF THE TEACHERS' RETIREMENT BOARD

ANNUITY SAVINGS FUND, ANNUITY RESERVE FUND, and SECTION 12B FUND

Income

Annuity Savings Fund:	
Members deposits and personal payments	$17,797,170.29
Members deposits transferred from Other Retirement Systems in the Commonwealth	192,470.21
Interest on investments (less $78,197.97 accrued interest)	7,034,175.00
From Pension Fund--	
Workmen's Compensation deductions	591.41
Reinstatement - Unclaimed inactive members accounts	585.09
Annuity Reserve Fund:	
From Military Service Credit Fund--	
Accumulated Military Service deposits of members retired	6,647.74
Accumulated Military Service deposits of members - member-survivor benefits	814.58
From Pension Fund--	
Deficit - Annuity Reserve Dec. 31, 1965	315,625.99
Total Income	$25,348,080.31

CARRIED FORWARD

ANNUITY SAVINGS FUND, ANNUITY RESERVE FUND, and SECTION 12B FUND

BROUGHT FORWARD -- Total Income		$25,348,080.31

Disbursements

Annuity Savings Fund:		
Refunds to members - resignation	$3,419,382.18	
Refunds to benef. & estates - deaths	342,684.99	
Transfers of deposits of members to Other Retirement Systems in the Commonwealth	353,971.42	
To Pension Fund:		
Interest earned in 1965 in excess of interest credited in 1965	712,612.30	
Excess interest credited to members accounts refunded	11,668.51	
Unclaimed inactive members accounts over 10 yrs. old	13,620.44	
Investment expense	310.57	
Decrease in market value of stocks	45,488.00	
Decrease in amortization	7,418.87	
Annuity Reserve Fund:		
Annuity payments - Retired members and member-survivors a/c Option (c) and Option (d)	4,637,824.19	
Cash Refund Annuities to estates and beneficiaries of retired members	356,143.90	
Section 12B Fund:		
To Pension Fund--		
Payments to survivors - chargeable to accumulated deposits - Section 12B	16,523.95	
Total Disbursements		9,917,649.32
Income in excess of disbursements		$15,430,430.99

ANNUITY SAVINGS and ANNUITY RESERVE FUNDS

Assets

Investments, Schedule A (Par value $194,862,900.) Amortized value	$196,383,035.78
Savings Bank Deposits	1,300,000.00
Stocks - Market Value	1,284,643.75
Cash	3,008,248.05
Accrued Interest on securities	1,987,466.97
Gross Assets	$203,963,394.55

Liabilities

Deductions and personal payments of members-active	$118,991,672.48	
Interest credits	30,094,562.46	
Accumulated deductions of members - active		149,086,234.94
Deductions and personal payments of members - inactive	3,965,807.56	
Interest credits	679,901.92	
Accumulated deductions of members - inactive		4,645,709.48
Deductions and personal payments of members-deceased	46,295.61	
Interest credits	15,247.03	
Accumulated deductions of members - deceased		61,542.64
Reserve for payments of survivor benefits a/c Section 12B		211,371.42
Reserve for payments due beneficiaries and estates of deceased retired members and deceased survivor beneficiaries		108,834.16
Reserve for retired members, beneficiaries, and survivors living		49,425,813.00
Due Commonwealth as provided by Section 22 of Chapter 32 of the General Laws		423,888.91
Total Liabilities		$203,963,394.55

Membership

Active membership December 31, 1966		49,268
Inactive membership December 31, 1966:		
Resigned or terminated - Unpaid	4,851	
Deaths - Unpaid	17	
Retired - living	8,171	
Accidental Deaths	3	
Benef. of retired teachers receiving under Op.(c)	154	
Member-survivor benef. receiving under Section 12(2) (Option (d))	478	
Survivors receiving allowances under Section 12B	84	
Survivors receiving benefits under Chapter 506 of the Acts of 1962	7	13,765
Total Membership December 31, 1966		63,033

I hereby certify that the above statement is a complete and correct exhibit of the financial condition of the Teachers' Retirement System of the Commonwealth of Massachusetts on the thirty-first day of December, 1966.

A true statement, made under the penalties of perjury.

/s/ JOSEPH B. CARROLL
Executive Secretary
Teachers' Retirement Board

NET INTEREST EARNED IN 1966 and AMOUNT CREDITED TO MEMBERS' ACCOUNTS

Total Interest and Dividends received		$7,112,372.97	
Accrued Interest Dec. 31, 1966		1,987,466.97	
Total			$9,099,839.94
Accrued Interest on securities purchased		78,197.97	
Accrued Interest Dec. 31, 1965		1,752,261.23	
Total			1,830,459.20
Balance			7,269,380.74
Amortized value of securities Dec. 31, 1965		181,985,341.76	
Value of Savings Bank & Co-op.Bank Deposits Dec. 31, 1965		900,000.00	
Value of Insurance Company Stock Dec. 31, 1965		84,425.00	
Value of Bank Stock Dec. 31, 1965		94,500.00	
Par Value of securities purchased		16,203,000.00	
Premium paid on securities purchased		94,656.50	
Savings Bank & Co-op.Bank Deposits purchased		400,000.00	
Bank stock purchased (Market value)		1,150,456.75	
Bank stock (Received as dividend)		750.00	
Total		200,913,130.01	
Securities matured	$1,838,000.00		
Amortized value of securities called and sold	4,056.80		
Discount on purchases	50,486.81		
Total		1,892,543.61	
Balance		199,020,586.40	
Amortized value of securities Dec. 31, 1966	196,383,035.78		
Value of Savings Bank & Co-op.Bank Deposits Dec.31,1966	1,300,000.00		
Value of Insurance Company Stock Dec. 31, 1966	76,450.00		
Value of Bank Stock	1,208,193.75		
Total		198,967,679.53	
Decrease			52,906.87
Total			7,216,473.87
Deduct Investment expense			310.57
Net Interest earned			$7,216,163.30

CARRIED FORWARD

NET INTEREST EARNED IN 1966 and AMOUNT CREDITED TO MEMBERS' ACCOUNTS

BROUGHT FORWARD -- Net Interest earned			$7,216,163.30
Interest credited during 1966:			
To withdrawal refunds	$47,568.07		
To death refunds	4,968.75		
To accounts of members transferred to Other Retirement Systems	6,700.54		
To accounts of members retired in 1966	114,807.48		
Total		$174,044.84	
Interest credited Dec. 31, 1966:			
To balances of members in active service	4,609,541.66		
To balances of members in withdrawal account	147,474.06		
To unpaid death accounts	2,028.60		
To Annuity Reserve Fund	1,388,620.85		
Total		6,147,665.17	
Total Interest credited		6,321,710.01	
Less adjustment on account of interest credited in error prior to Jan. 1, 1966		31.18	
Net Interest credited charged against interest earned			6,321,678.83
Net Interest earned in excess of interest credited to be transferred to the Commonwealth as provided by Sec.22(6)(a)(iii)			$894,484.47

ANNUITY SAVINGS and ANNUITY RESERVE FUND

Rate of Interest Earned in 1966

Ledger Assets December 31, 1965:		
Securities (Amortized value)		$181,985,341.76
Savings Bank Deposits		900,000.00
Insurance Company Stock (Market value)		84,425.00
Bank Stock (Market value)		94,500.00
Cash		3,480,479.83
Total		186,544,746.59
Ledger Assets December 31, 1966:		
Securities (Amortized value)	$196,383,035.78	
Savings Bank & Co-op.Bank Deposits	1,300,000.00	
Insurance Company Stock (Market value)	76,450.00	
Bank Stock (Market value)	1,208,193.75	
Cash	3,008,248.05	
Total		201,975,927.58
		388,520,674.17
Mean		194,260,337.08
Net Interest earned - $7,216,163.30	$\frac{7,216,163.30}{2}$ =	3,608,081.65
		$190,652,255.43

Rate $\frac{7,216,163.30}{190,652,255.43}$ = 3.784987114%

GAIN or LOSS ON SECURITIES CALLED and SOLD

Amortized value of securities called and sold	$4,056.80	
Amount received for securities called and sold	4,056.80	
Net gain (or loss) on securities called and sold		N O N E

INCREASE or DECREASE IN MARKET VALUE OF STOCKS

Market value of stocks Dec. 31, 1965	$178,925.00		
Market value of stocks purchased in 1966 on date of purchase	1,150,456.75		
Par value of stocks received as dividend	750.00		
Total		1,330,131.75	
Market value of stocks Dec. 31, 1966		1,284,643.75	
Net decrease in market value of stocks (Charged to Pension Fund - Sec.22(3)(c))			$45,488.00

ANNUITY RESERVE FUND

Annuity Reserve Dec. 31, 1965, for retired members and Option (c) and Option (d) beneficiaries living			$44,818,208.00
Annuity Reserve Dec. 31, 1965, for amounts due estates of retired members and beneficiaries deceased			80,495.94
Accumulated total regular deductions of members retired in 1966 and Option (d) benefits effective in 1966 --			
Members retired	$7,422,261.42		
Option (d) beneficiaries	341,559.39		
Total - Regular		$7,763,820.81	
Accumulated total military service credit deductions of members retired in 1966 and Option (d) benefits effective in 1966 --			
Members retired	6,292.81		
Option (d) beneficiaries	1,169.51		
Total - Military		7,462.32	
Total			7,771,283.13
Interest credited to Fund Dec. 31, 1966			1,388,620.85
Deficit Dec. 31, 1966			470,007.33
Total			$54,528,615.25
Annuity Reserve Dec. 31, 1966, for retired members and Option (c) and Option (d) beneficiaries living		49,425,813.00	
Annuity Reserve Dec. 31, 1966, for amounts due estates of retired members and beneficiaries deceased		108,834.16	
Annuity Payments (Net)	4,637,824.19		
Payments to estates - Option(b) (Net)	356,143.90		
Total Payments (Net)		4,993,968.09	
Total			$54,528,615.25

A true statement, made under the penalties of perjury.

/s/ JOSEPH B. CARROLL
Executive Secretary
Teachers' Retirement Board

SECTION 12B FUND

Section 12B Fund Reserve Dec. 31, 1965, for survivors living		$177,705.09
Accumulated total deductions transferred a/c benefits effective in 1966		50,190.28
Total		$227,895.37
Payments to survivors in 1966	$16,523.95	
Reserve to defray payments as required by Section 12B of Chapter 32 of the General Laws, as of Dec. 31, 1966	211,371.42	
Total		$227,895.37

TEACHERS' RETIREMENT BOARD

PENSION FUND for year ending December 31, 1966

Income

Received from Appropriation by Commonwealth for Pension Fund as provided by Section 22(3)	$23,523,044.25
Received from City, Town, and County Retirement Systems a/c reimbursement as provided by Section 3(8)(c)	41,007.33
Received from members retired account of disability as refund of pension - Section 91A	2,014.80
Received from Military Service Credit Fund as provided by Chapter 560 of the Acts of 1949	681.76
Received from Section 12B Fund Account a/c of payments charged to Pension Fund in 1966	16,523.95
Received from Annuity Savings Fund a/c excess interest credited on refunds from withdrawal account - Section 22(6)(d)	11,668.51
Received from Annuity Savings Fund as provided by Chapter 531, Acts of 1957	13,783.71
Received from Annuity Savings Fund a/c interest earned in 1965 in excess of interest credited in 1965 - Section 22(6)(a)(iii)	712,612.30
Total	$24,321,336.61

PENSION FUND for year ending December 31, 1966

Disbursements

Pensions paid to members retired prior to January 1, 1946, under Chapter 832, Acts of 1913	$763,460.15		
Less - Canceled checks	10,625.21		
Net Pensions paid - Chapter 832, Acts of 1913		$752,834.94	
Pensions paid to members retired after January 1, 1946, under Chapter 658, Acts of 1945	23,303,551.28		
Less - Canceled checks	74,986.85		
Net Pensions paid - Chapter 658, Acts of 1945		23,228,564.43	
Total Pensions paid (Net)			$23,981,399.37
Reimbursements paid to City, Town, and County Retirement Systems as provided by Section 3(8)(c)			19,191.37
Refunds to former members as provided by Chapter 531, Acts of 1957			3,764.45
Transfer to Annuity Savings Fund a/c reinstatement of former members - Chapter 531, Acts of 1957			585.09
Transfer to Military Service Credit Fund a/c reinstatement of former members - Chapter 531, Acts of 1957			178.93
Transfer to Annuity Savings Fund a/c deductions required by Sec.14(1)(a) - Workmen's Compensation			591.41
Transfer to Annuity Reserve Fund a/c deficit Dec. 31, 1965 - Sec.22(2)(d)			315,625.99
Total			$24,321,336.61

A true statement, made under the penalties of perjury.

/s/ JOSEPH B. CARROLL
Executive Secretary
Teachers' Retirement Board

TEACHERS' RETIREMENT BOARD

REIMBURSEMENT FUND for year ending December 31, 1966

Receipts

Received from Commonwealth by Appropriation for Reimbursements to Cities and Towns as required by Section 20(2)(c)		$7,868,938.33

Disbursements

Paid to City of Boston a/c pensions paid under Chapter 589, Acts of 1908		
Paid 5/20/66 - Year 1964-1965	$130,675.34	
" 12/15/66 - Year 1965-1966	115,478.41	
Paid to City of Boston a/c pensions paid under Chapter 521, Acts of 1922		
Paid 5/20/66 - Year 1964-1965	75,190.40	
" 12/15/66 - Year 1965-1966	66,622.87	
Paid to City of Boston a/c pensions paid by State-Boston Retirement System		
Paid 5/20/66 - Year 1964-1965 (partial)	3,697,254.85	
" 7/18/66 - Year 1964-1965 (balance)	149,873.71	
" 12/15/66 - Year 1965-1966 (partial)	3,601,904.20	
Total paid to City of Boston	7,836,999.78	
Paid to Cities and Towns a/c pensions paid under Sec.43 of Chapter 32 of General Laws--		
Town of Brookline - Year 1964-1965	4,778.26	
" " " - " 1965-1966	4,732.08	
City " Cambridge - " 1964-1965	4,248.20	
" " " - " 1965-1966	3,812.04	
Town of Milton - " 1964-1965	2,615.16	
" " " - " 1965-1966	3,073.57	
City of Pittsfield- " 1964-1965	2,700.00	
" " " - " 1965-1966	2,700.00	
Town of Wellesley - " 1964-1965	1,602.12	
" " " - " 1965-1966	1,677.12	
Total Payments a/c Reimbursements		$7,868,938.33

A true statement, made under the penalties of perjury.

/s/ JOSEPH B. CARROLL
Executive Secretary
Teachers' Retirement Board

TEACHERS' RETIREMENT BOARD

EXPENSE FUND for year ending December 31, 1966

Income

Received from Appropriation by Commonwealth for Personal Services and Expenses		$204,524.38

Disbursements

Salaries paid to staff of Teachers' Retirement Board for calendar year 1966	$162,797.86	
Contingent expenses of administration of Teachers' Retirement Board for calendar year 1966	41,726.52	
Total		$204,524.38

A true statement, made under the penalties of perjury.

/s/ JOSEPH B. CARROLL
Executive Secretary
Teachers' Retirement Board

TEACHERS' RETIREMENT BOARD

MILITARY SERVICE CREDIT FUND

Income

Received from Cities and Towns - Section 9 and 9A, Chapter 708, Acts of 1941	$11,286.06
Received from Commonwealth - State Share Section 9 and 9A, Chapter 708, Acts of 1941	1,077.27
Interest on investments (no accrued interest on purchases)	19,300.00
Received from Pension Fund a/c Reinstatement from unclaimed - Chapter 531, Acts of 1957	178.93
Total Income	$31,842.26

Disbursements

Transfer to Annuity Reserve Fund a/c members retired	$ 6,647.74	
Transfer to Annuity Reserve Fund a/c member-survivor benefits - Section 12(2) (Option (d))	814.58	
Refunds to Cities and Towns - Section 22(4)(a) and Section 22(4)(c)	20,656.97	
Refunds to Commonwealth of Massachusetts - Section 22(4)(a) and Section 22(4)(c)	270.03	
Transfer to Pension Fund a/c interest earned in 1965 in excess of interest credited 1965 Section 22(6)(a)(iii)	411.73	
Total Disbursements		28,801.05
Income in excess of Disbursements		$ 3,041.21

MILITARY SERVICE CREDIT FUND

Assets

Investments (par value $491,000.00) Amortised Value	$492,076.44
Savings Bank and Co-op. Bank Deposits	100,000.00
Cash	3,656.33
Accrued Interest Dec. 31, 1966	3,737.29
Total Assets	$599,470.06

Liabilities

Deposits and interest - City & Town Accounts	$ 57,535.60	
Accumulated deductions and interest - members' accounts	541,017.57	
Due Commonwealth - Section 22(6)(a)(iii)	916.89	
Total Liabilities		$599,470.06

I hereby certify that the above statement is a complete and correct exhibit of the financial condition of the Teachers' Retirement Military Service Fund of the Teachers' Retirement Board on the thirty-first day of December, 1966.

A true statement, made under the penalties of perjury.

/s/ JOSEPH B. CARROLL
Executive Secretary
Teachers' Retirement Board

MILITARY SERVICE FUND

Net Interest Earned in 1966 and Amounts Credited to City, Town, & Members' Accounts

Total Interest received on investments			$19,300.00
Accrued Interest December 31, 1966			3,737.29
Total			$23,037.29
Accrued Interest December 31, 1965		$ 3,796.35	
Total			3,796.35
Balance			$19,240.94
Amortized value of investments December 31, 1965		506,170.11	
Value of Savings Bank Deposits December 31, 1965		80,000.00	
Savings Bank & Co-op. Bank Deposits purchased in 1966		50,000.00	
Total		636,170.11	
Investments matured in 1966	14,000.00		
Savings Bank & Co-op. Bank Deposits withdrawn in 1966	30,000.00		
Total		44,000.00	
Balance		592,170.11	
Amortized value of investments 12/31/66	492,076.44		
Value of Savings Bank & Co-op. Bank Deposits 12/31/66	100,000.00		
Total		592,076.44	
Decrease in Amortization			93.67
Net Interest earned (Average rate 3.27479894)			$19,147.27
Interest credited to accounts of Cities and Towns		1,707.77	
Interest credited to members' accounts - retired--regular & survivors		100.72	
Interest credited to members accounts refunded to Cities and Towns		302.59	
Interest credited to members accounts refunded to Commonwealth		4.10	
Interest credited to balances of active members accounts		16,126.43	
Net Interest credited in 1966 to be charged against interest earned 1966			18,241.61
Interest earned in excess of interest credited - to Commonwealth Section 22(6)(a)(iii)			905.66

MILITARY SERVICE FUND 5300

Rate of Interest Earned in 1966

Ledger Assets December 31, 1965:		
Investments (Amortized value)		$506,170.11
Savings Bank Deposits		80,000.00
Cash		6,615.12
Total		592,785.23
Ledger Assets December 31, 1966:		
Investments (Amortized value)	$492,076.44	
Savings Bank & Co-op. Bank Deposits	100,000.00	
Cash	3,656.33	
Total		595,732.77
		$1,188,518.00
Mean		594,259.00
Net Interest earned in 1966 - $19,147.27	$\frac{19,147.27}{2}$	= 9,573.64
		$ 584,685.36

$$\text{Rate} - \frac{19,147.27}{584,685.36} = 3.27479894$$

December 31, 1966

Securities (Bonds & Notes)

Municipals - Massachusetts

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Boston, Mass.	3	420,000.00	462,773.08	1,050.00
Boston, Mass.	4	171,900.00	169,788.21	1,719.00
Boston, Mass.	4¼	50,000.00	49,873.97	1,062.50
Total		641,900.00	682,435.26	3,831.50

Securities (Bonds & Notes)

Municipals - Other States

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Cleveland, Ohio	5	50,000.00	50,664.69	833.33
Des Moines, Iowa	5	25,000.00	25,208.53	104.17
Long Beach, California	4	60,000.00	60,231.09	200.00
Newport, Rhode Island	4	28,000.00	28,000.00	466.67
Norwalk, Connecticut	3 3/4	20,000.00	19,774.67	156.24
Norwalk, Connecticut	4	16,000.00	15,896.61	186.66
San Francisco, California	4 1/2	75,000.00	76,600.16	1,687.50
Total		274,000.00	276,375.75	3,634.57

Securities (Bonds & Notes)

U. S. Treasury

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
United States Treasury Bonds	2 1/2	10,675,000.00	10,527,377.38	56,032.99
United States Treasury Bonds	2 3/4	29,319,000.00	29,506,739.92	201,568.12
United States Treasury Bonds	3	4,429,000.00	4,444,966.80	49,826.25
United States Treasury Bonds	3 1/4	1,050,000.00	1,051,927.43	1,489.58
United States Treasury Bonds	3 1/2	10,085,000.00	10,295,312.08	69,496.87
United States Treasury Bonds	3 5/8	1,350,000.00	1,350,000.00	6,117.19
United States Treasury Bonds	4	600,000.00	591,700.81	7,666.67
United States Treasury Bonds	4 1/4	2,000,000.00	2,000,000.00	10,625.00
United States Treasury Notes	3 3/4	500,000.00	500,000.00	7,031.25
Total		60,008,000.00	60,268,024.42	409,853.92

Securities (Bonds & Notes)

Railroad Equipment

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Atchison, Topeka & Santa Fe R. R. Equipment	5 3/8	200,000.00	199,380.76	3,135.42
Atlantic Coast Line R. R. Equipment Trust	4 1/4	400,000.00	393,568.52	6,729.17
Atlantic Coast Line R. R. Equipment Trust	4 3/8	100,000.00	98,934.23	1,458.33
Atlantic Coast Line R. R. Equipment Trust	4 1/2	450,000.00	443,059.43	5,812.50
Chesapeake & Ohio R. R. Equipment	3	300,000.00	299,102.84	3,249.99
Chicago, Burlington & Quincy R. R. Equipment	2 5/8	100,000.00	99,758.33	1,312.50
Chicago, Burlington & Quincy R. R. Equipment	3 1/8	150,000.00	150,083.08	1,953.12
Chicago, Burlington & Quincy R. R. Equipment	4 1/8	500,000.00	491,207.31	6,875.00
Cincinnati, New Orleans, & Texas Pacific Equipment Trust	5 1/2	300,000.00	297,566.75	6,875.01
Cincinnati, New Orleans, & Texas Pacific Equipment Trust	4 1/2	500,000.00	489,897.63	7,500.00
Clinchfield R. R. Equipment Trust	4 1/4	250,000.00	246,804.60	4,426.54
Clinchfield R. R. Equipment Trust	5 1/2	253,000.00	248,246.57	5,797.92
Denver & Rio Grande Western Equipment Trust	4 5/8	200,000.00	196,970.54	4,625.00
Great Northern Equipment Trust	5 1/4	300,000.00	297,807.42	3,937.50
Gulf, Mobile & Ohio R. R. Equipment Trust	4 1/8	100,000.00	97,521.73	1,718.75
Gulf, Mobile & Ohio R. R. Equipment Trust	4 5/8	100,000.00	98,782.66	2,119.79

Securities (Bonds & Notes)

-2- Railroad Equipment

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Gulf, Mobile & Ohio R. R. Equipment Trust	4 7/8	100,000.00	98,846.83	1,015.62
Illinois Central R. R. Equipment	4 5/8	300,000.00	291,664.06	5,781.24
Louisville & Nashville R. R. Equipment	4¼	200,000.00	196,857.67	2,479.16
Louisville & Nashville R. R. Equipment	4 3/8	300,000.00	294,023.84	6,562.50
Louisville & Nashville R. R. Equipment	5 1/8	200,000.00	198,275.48	2,989.58
Missouri Pacific R. R. Equipment	4¼	400,000.00	393,383.09	7,171.89
Missouri Pacific R. R. Equipment	4 3/8	550,000.00	542,437.20	7,656.25
Missouri Pacific R. R. Equipment	4 3/4	100,000.00	98,546.94	1,979.17
Norfolk & Western R. R. Equipment	4 5/8	500,000.00	494,725.04	11,562.50
Norfolk & Western R. R. Equipment	5	100,000.00	100,000.00	1,250.00
Norfolk & Western R. R. Equipment	5 1/8	150,000.00	150,284.38	1,921.87
Northern Pacific R. R. Equipment	5	300,000.00	298,984.39	4,916.67
Northern Pacific R. R. Equipment	5 3/4	100,000.00	99,372.80	1,357.64
St. Louis-San Francisco R. R. Equipment Trust	4¼	400,000.00	390,818.35	4,958.33
Seaboard Air Line R. R. Equipment	4¼	100,000.00	97,783.60	354.17
Seaboard Air Line R. R. Equipment	4 3/8	100,000.00	97,798.50	364.58
Southern Pacific R. R. Equipment	3¼	150,000.00	149,787.42	2,437.50

Securities (Bonds & Notes)

-3- Railroad Equipment

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Southern Pacific R. R. Equipment	5 5/8	100,000.00	99,131.91	468.75
Southern Railway Equipment	4 3/8	100,000.00	97,799.86	911.46
Texas & Pacific R. R. Equipment Trust	4¼	300,000.00	295,221.08	4,958.34
Texas & Pacific R. R. Equipment Trust	4 3/8	100,000.00	98,389.46	2,005.21
Total		8,853,000.00	8,732,824.30	140,628.97

Securities (Bonds & Notes)

Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Am. Tel. & Tel. Co.	2 5/8	100,000.00	98,195.82	1,312.50
Am. Tel. & Tel. Co.	2 3/4	250,000.00	247,129.32	2,406.25
Am. Tel. & Tel. Co.	3¼	250,000.00	254,397.57	2,369.79
Am. Tel. & Tel. Co.	3 7/8	500,000.00	511,179.78	9,687.50
Am. Tel. & Tel. Co.	4 3/8	2,100,000.00	2,121,503.36	21,145.98
Am. Tel. & Tel. Co.	4 3/4	100,000.00	103,789.39	791.67
Am. Tel. & Tel. Co.	5 1/8	550,000.00	550,806.02	7046.87
Am. Tel. & Tel. Co.	5 5/8	500,000.00	496,250.00	11,718.74
Bell Tel. of Penn.	3¼	150,000.00	151,409.34	1,625.00
Bell Tel. of Penn.	3 3/4	1,000,000.00	1,015,040.28	15,625.00
Co Bell Tel. of Penn.	4 3/4	1,150,000.00	1,192,622.29	9,104.16
Chesapeake & Potomac Tel. Co.	3¼	100,000.00	102,354.47	1,354.17
Chesapeake & Potomac Tel. Co.	4 1/8	520,000.00	539,161.18	1,787.50
Chesapeake & Potomac Tel. Co.	4 3/8	500,000.00	506,376.84	9,114.58
Chesapeake & Potomac Tel. Co.	5 5/8	500,000.00	505,979.39	14,062.50
Chesapeake & Potomac Tel. Co. of Maryland	4 3/8	500,000.00	513,745.07	10,937.50
Chesapeake & Potomac Tel. Co. of Virginia	5¼	200,000.00	202,980.44	1,750.00
Chesapeake & Potomac Tel. Co. of West Virginia	5	500,000.00	509,704.76	8,333.33
General Tel. Co. of California	4½	200,000.00	202,358.77	3,000.00
General Tel. Co. of California	5	300,000.00	300,000.00	1,250.00
Illinois Bell Tel. Co.	3	200,000.00	200,841.14	500.00

Securities (Bonds & Notes)

-2- Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Illinois Bell Tel. Co.	3 1/8	300,000.00	301,650.62	2,343.75
Illinois Bell Tel. Co.	4¼	250,000.00	252,780.79	3,541.67
Illinois Bell Tel. Co.	4 3/8	350,000.00	351,530.55	5,104.16
Indiana Bell Tel. Co.	4 3/8	300,000.00	305,788.13	1,093.75
Michigan Bell Tel. Co.	4 3/8	250,000.00	254,762.26	911.46
Michigan Bell Tel. Co.	4 3/4	975,000.00	1,030,158.80	7,718.76
Michigan Bell Tel. Co.	4 7/8	100,000.00	104,269.05	2,031.25
Mountain States Tel. & Tel. Co.	3	150,000.00	151,226.85	1,875.00
Mountain States Tel. & Tel. Co.	3 1/8	125,000.00	125,528.31	976.56
Mountain States Tel. & Tel. Co.	3½	325,000.00	323,544.43	947.92
Mountain States Tel. & Tel. Co.	4 3/8	400,000.00	404,462.20	7,291.67
Mountain States Tel. & Tel. Co.	5	650,000.00	667,623.73	8,125.00
Mountain States Tel. & Tel. Co.	5½	500,000.00	503,980.23	2,291.67
New England Tel. & Tel. Co.	3	350,000.00	354,346.70	3,062.50
New England Tel. & Tel. Co.	3¼	450,000.00	453,899.09	1,557.29
New England Tel. & Tel. Co.	4½	550,000.00	554,877.82	12,375.00
New England Tel. & Tel. Co.	4 5/8	1,600,000.00	1,614,167.63	31,218.75
New Jersey Bell Tel. Co.	2 3/4	100,000.00	97,542.29	802.08
New Jersey Bell Tel. Co.	3	200,000.00	201,494.03	1,000.00
New Jersey Bell Tel. Co.	3 1/8	250,000.00	255,310.41	3,580.73

Securities (Bonds & Notes)

-3- Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
New Jersey Bell Tel. Co.	4 5/8	300,000.00	304,055.65	1,156.25
New Jersey Bell Tel. Co.	4 7/8	600,000.00	633,649.65	4,875.00
New Jersey Bell Tel. Co.	5 7/8	350,000.00	352,412.74	1,713.53
New York Tel. Co.	2 3/4	200,000.00	187,985.10	2,520.83
New York Tel. Co.	3	150,000.00	151,232.54	937.50
New York Tel. Co.	3 1/8	250,000.00	251,701.38	3,255.21
New York Tel. Co.	4 1/8	900,000.00	918,278.48	18,562.50
New York Tel. Co.	4¼	450,000.00	453,199.51	9,562.50
New York Tel. Co.	4½	300,000.00	304,438.45	1,687.50
New York Tel. Co.	4 5/8	1,850,000.00	1,884,009.90	40,468.75
Northwestern Bell Tel. Co.	4 7/8	500,000.00	506,038.75	2,031.25
Northwestern Bell Tel. Co.	6	100,000.00	100,720.47	2,000.00
Ohio Bell Tel. Co.	5	100,000.00	101,000.00	2,083.33
Pacific Northwest Bell Tel. Co.	4 3/8	300,000.00	304,066.75	4,375.00
Pacific Northwest Bell Tel. Co.	4½	350,000.00	349,008.33	2,250.00
Pacific Tel. & Tel. Co.	2 7/8	100,000.00	99,283.43	718.75
Pacific Tel. & Tel. Co.	3 1/8	200,000.00	202,785.19	781.25
Pacific Tel. & Tel. Co.	3¼	400,000.00	405,208.10	3,317.70
Pacific Tel. & Tel. Co.	3½	150,000.00	152,612.45	656.25
Pacific Tel. & Tel. Co.	3 5/8	350,000.00	357,166.33	4,757.81
Pacific Tel. & Tel. Co.	4 5/8	1,750,000.00	1,780,008.54	15,416.66
Pacific Tel. & Tel. Co.	5 1/8	1,250,000.00	1,281,026.06	26,692.71

Securities (Bonds & Notes)

-4- Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Pacific Tel. & Tel. Co.	6	300,000.00	302,183.33	3,000.00
So. Bell Tel. & Tel. Co.	2 3/4	100,000.00	95,096.84	1,145.83
So. Bell Tel. & Tel. Co.	3 1/8	200,000.00	203,595.37	2,083.33
So. Bell Tel. & Tel. Co.	3¼	200,000.00	201,863.55	1,354.17
So. Bell Tel. & Tel. Co.	4	125,000.00	126,517.95	1,250.00
So. Bell Tel. & Tel. Co.	4 3/8	1,700,000.00	1,714,797.40	20,416.67
So. Bell Tel. & Tel. Co.	4 5/8	250,000.00	252,880.34	963.54
So. Bell Tel. & Tel. Co.	4 3/4	100,000.00	101,175.61	1,583.33
So. Bell Tel. & Tel. Co.	6	300,000.00	302,212.39	4,500.00
So. N. E. Tel. Co.	3¼	300,000.00	302,236.13	2,843.75
So. N. E. Tel. Co.	4 1/8	500,000.00	509,593.90	6,875.00
So. N. E. Tel. Co.	4 3/8	300,000.00	299,250.00	1,093.75
So. N. E. Tel. Co.	5 3/4	200,000.00	200,552.52	1,916.67
Southwestern Bell Tel. Co.	3 1/8	250,000.00	253,682.31	1,302.08
Southwestern Bell Tel. Co.	4½	1,050,000.00	1,062,494.53	19,687.50
Southwestern Bell Tel. Co.	4 5/8	300,000.00	308,107.29	5,781.25
Southwestern Bell Tel. Co.	4 3/4	1,150,000.00	1,202,005.11	13,656.25
Wisconsin Tel. Co.	4 7/8	600,000.00	610,074.06	4,875.00
Total		37,170,000.00	37,763,135.58	476,920.01

Securities (Bonds & Notes)

Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Alabama Power Co.	3¼	200,000.00	202,325.64	2,166.67
Alabama Power Co.	3 3/8	100,000.00	101,721.32	843.75
Alabama Power Co.	3½	200,000.00	204,043.67	1,895.83
Alabama Power Co.	4 1/8	78,000.00	79,155.14	536.25
Atlantic City Electric Co.	4 3/8	250,000.00	250,000.00	3,645.83
Atlantic City Electric Co.	4½	300,000.00	303,963.00	6,750.00
Baltimore Gas & Electric Co.	3¼	200,000.00	201,189.22	541.67
Baltimore Gas & Electric Co.	4	500,000.00	504,848.42	6,666.67
Baltimore Gas & Electric Co.	4 3/8	500,000.00	505,769.36	10,026.40
Con Boston Edison Co.	2 3/4	200,000.00	202,825.63	1,375.00
Boston Edison Co.	3	200,000.00	201,639.73	2,500.00
Boston Edison Co.	3 1/8	150,000.00	150,458.78	2,343.75
Boston Edison Co.	4 5/8	500,000.00	506,274.29	1,927.08
Boston Edison Co.	4 3/4	150,000.00	151,882.90	1,187.50
Brockton Edison Co.	4½	200,000.00	200,000.00	2,250.00
Carolina Power & Light Co.	4½	750,000.00	750,120.19	7,500.00
Carolina Power & Light Co.	4 7/8	500,000.00	501,694.58	6,093.75
Central Illinois Light Co.	4¼	500,000.00	500,000.00	7,083.33
Central Illinois Light Co.	4 7/8	300,000.00	298,983,80	4,875.00
Central Illinois Light Co.	5 1/8	300,000.00	302,029.30	6,406.25
Central Illinois Public Service	4½	1,050,000.00	1,068,503.78	7,875.00

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Securities (Bonds & Notes)

-2- Public Utilities

Description	Rate (per cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Central Illinois Public Service	4 5/8	100,000.00	100,625.00	385.42
Central Illinois Public Service	4 3/4	500,000.00	506,841.42	11,875.00
Central Maine Power Co.	3 1/8	246,000.00	247,769.55	640.63
Central Maine Power Co.	3 5/8	100,000.00	100,667.60	1,208.33
Central Power & Light Co.	4 3/4	500,000.00	510,330.90	5,937.50
Central Power & Light Co. of Southern Texas	3¼	100,000.00	100,707.51	1,354.17
Cleveland Electric Illuminating Co.	2 3/4	200,000.00	193,848.60	1,833.34
Cleveland Electric Illuminating Co.	3	250,000.00	252,160.30	1,250.00
Cleveland Electric Illuminating Co.	3 3/8	100,000.00	101,646.18	281.25
New Cleveland Electric Illuminating Co.	3 7/8	400,000.00	406,828.62	5,166.67
Columbus & Southern Ohio Electric Co.	3 3/4	200,000.00	204,128.35	1,875.00
Commonwealth Edison Co.	3	200,000.00	200,526.45	1,000.00
Commonwealth Edison Co.	3 3/4	500,000.00	503,621.43	6,250.00
Commonwealth Edison Co.	4¼	200,000.00	200,000.00	2,833.33
Commonwealth Edison Co.	5 3/4	200,000.00	200,000.00	958.34
Commonwealth Edison Co.	5¼	350,000.00	355,231.13	4,593.75
Connecticut Light & Power Co.	2 3/4	100,000.00	94,910.78	458.33
Connecticut Light & Power Co.	3	100,000.00	100,770.46	750.00
Connecticut Light & Power Co.	3¼	250,000.00	249,077.16	677.08
Consolidated Edison Co.	4 3/8	600,000.00	605,579.92	2,187.50
Consolidated Edison Co.	4 3/4	500,000.00	500,625.00	1,979.17
Consolidated Edison Co. of New York	2 3/4	300,000.00	292,281.68	2,062.50
Consolidated Edison Co. of New York	3¼	200,000.00	203,441.76	1,083.33

Securities (Bonds & Notes)

-3- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Consolidated Edison Co. of New York	3 3/8	650,000.00	659,687.86	7,734.37
Consolidated Edison Co. of New York	3½	150,000.00	152,217.62	2,187.50
Consolidated Edison Co. of New York	4	500,000.00	510,854.45	1,666.67
Consolidated Edison Co. of New York	4 3/8	500,000.00	508,860.00	1,822.92
Consolidated Edison Co. of New York	4 5/8	500,000.00	506,273.12	3,854.17
Consolidated Edison Co. of New York	4 3/4	100,000.00	103,888.30	395.83
Consolidated Edison Co. of New York	5	200,000.00	205,934.43	833.33
Consolidated Gas, Electric Light & Power Co. of Baltimore, Maryland	2 3/4	250,000.00	248,162.36	3,151.04
Consolidated Gas, Electric Light & Power Co. of Baltimore, Maryland	3	300,000.00	301,475.92	4,125.00
Consumers Power Co.	2 7/8	300,000.00	300,297.16	2,875.00
Consumers Power Co.	4	700,000.00	709,099.42	11,666.67
Consumers Power Co.	4½	250,000.00	258,438.67	2,812.50
Consumers Power Co.	4 5/8	500,000.00	501,804.64	9,635.42
Dallas Power & Light Co.	3½	200,000.00	202,962.52	2,333.34
Dallas Power & Light Co.	4¼	200,000.00	201,331.21	708.33
Dayton Power & Light Co.	2 3/4	100,000.00	101,103.11	687.50
Dayton Power & Light Co.	3	250,000.00	250,434.49	2,500.00
Delaware Power & Light Co.	3 7/8	250,000.00	250,897.34	807.29
Detroit Edison Co.	2 3/4	100,000.00	101,431.38	916.67

Securities (Bonds & Notes)

-4- Public Utilities

Description	Rate (Per Cent	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Detroit Edison Co.	2 7/8	250,000.00	248,726.19	2,096.35
Detroit Edison Co.	3 1/4	200,000.00	200,000.00	812.50
Detroit Edison Co.	3 3/8	200,000.00	201,750.75	843.75
Detroit Edison Co.	6	400,000.00	400,000.00	2,000.00
Duquesne Light Co.	2 3/4	300,000.00	293,726.40	3,437.49
Duquesne Light Co.	3 1/8	250,000.00	250,936.40	3,906.25
Duquesne Light Co.	3 5/8	100,000.00	101,310.75	1,208.33
Duquesne Light Co.	3 3/4	400,000.00	400,566.87	3,750.00
El Paso Electric Co.	4 1/4	300,000.00	306,389.24	6,375.00
El Paso Electric Co.	4 5/8	500,000.00	505,553.74	9,635.42
Fall River Electric Light Co.	4 3/8	175,000.00	178,026.54	1,914.06
Florida Power Corp.	4 1/4	500,000.00	500,625.00	3,541.66
Florida Power Corp.	4 5/8	200,000.00	204,610.63	2,312.49
Florida Power Corp.	4 3/4	294,000.00	303,114.81	3,491.25
Florida Power & Light Co.	4 3/8	400,000.00	407,201.46	1,458.33
Florida Power & Light Co.	4 5/8	1,000,000.00	1,018,816.27	13,489.58
Florida Power & Light Co.	5	100,000.00	103,421.42	416.67
Florida Power & Light Co.	6	100,000.00	101,391.26	500.00
Georgia Power Co.	2 7/8	100,000.00	101,495.83	718.75
Gulf States Utilities Co.	4 3/4	500,000.00	510,309.53	11,875.00
Gulf States Utilities Co.	4 7/8	200,000.00	201,540.87	4,875.00
Gulf States Utilities Co.	5	550,000.00	556,764.37	13,750.00
Hartford Electric Light	4 1/4	500,000.00	495,840.32	5,312.50
Houston Lighting & Power Co.	3 1/4	100,000.00	100,852.79	1,083.33

Securities (Bonds & Notes)

-5- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Houston Lighting & Power Co.	4 1/2	100,000.00	101,369.29	1,875.00
Houston Lighting & Power Co.	4 3/4	200,000.00	208,080.61	1,583.33
Idaho Power Co.	4 1/2	300,000.00	300,000.00	2,812.50
Idaho Power Co.	6 1/8	500,000.00	502,247.40	7,656.24
Illinois Power Co.	4	1,000,000.00	1,021,632.53	6,666.67
Illinois Power Co.	4 1/4	500,000.00	503,932.37	10,625.00
Illinois Power Co.	5.85	350,000.00	352,429.98	5,118.75
Indiana & Michigan Electric Co.	3 1/4	100,000.00	102,064.95	1,625.00
Indiana & Michigan Electric Co.	4 3/8	500,000.00	497,261.66	9,114.58
Indiana & Michigan Electric Co.	4 3/4	100,000.00	103,730.63	791.67
Iowa Power & Light Co.	4 5/8	200,000.00	205,130.11	4,625.00
Kansas City Power & Light Co.	2 3/4	100,000.00	99,612.81	229.17
Kansas City Power & Light Co.	3 1/4	100,000.00	101,792.10	1,218.75
Kansas Gas & Electric Co.	5 5/8	250,000.00	250,516.52	2,343.75
Long Island Lighting Co.	3 3/8	200,000.00	202,085.30	1,125.00
Long Island Lighting Co.	4 3/4	250,000.00	258,154.28	989.58
Long Island Lighting Co.	5 1/4	500,000.00	501,250.00	8,750.00
Madison Gas & Electric Co.	4 5/8	290,000.00	292,169.39	3,353.12
Massachusetts Electric Co.	3 3/8	100,000.00	101,739.90	843.75
Massachusetts Electric Co.	4 3/8	150,000.00	152,622.44	2,187.50
Massachusetts Electric Co.	5 3/4	200,000.00	203,690.21	3,833.33
Metropolitan Edison Co.	3 1/8	100,000.00	101,217.26	781.25
Metropolitan Edison Co.	4 3/8	700,000.00	712,539.14	2,552.08
Metropolitan Edison Co.	5 3/4	250,000.00	253,551.74	1,197.92
Mississippi Power & Light Co.	4 5/8	100,000.00	100,861.52	1,541.67

Securities (Bonds & Notes)

-6- Public Utilities

Description	Rate (Per Cent	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Monongahela Power Co., West Virginia	3 5/8	100,000.00	101,582.24	302.08
Montana Power Co.	2 7/8	250,000.00	246,883.93	1,796.87
Montana Power Co.	3 1/8	100,000.00	101,814.26	520.83
Narragansett Electric Co.	3 1/2	400,000.00	406,105.44	4,666.66
N. E. Power Co.	2 7/8	100,000.00	101,219.31	1,197.92
N. E. Power Co.	3	500,000.00	502,423.10	7,500.00
N. E. Power Co.	4 5/8	300,000.00	307,823.21	2,312.50
N. E. Power Co.	6 3/8	500,000.00	516,723.11	2,656.25
N. Y. Power & Light Co.	2 3/4	200,000.00	198,251.53	1,833.34
N. Y. State Electric & Gas Corp.	3 1/4	100,000.00	101,659.07	541.67
N. Y. State Electric & Gas Corp.	3 3/8	225,000.00	228,903.16	2,531.25
N. Y. State Electric & Gas Corp.	4 5/8	500,000.00	508,505.38	3,854.16
Niagara Mohawk Power Corp.	2 3/4	200,000.00	201,925.53	2,750.00
Niagara Mohawk Power Corp.	3 1/4	200,000.00	200,836.06	1,625.00
Niagara Mohawk Power Corp.	3 3/8	200,000.00	202,223.73	562.50
Niagara Mohawk Power Corp.	3 1/2	150,000.00	151,728.05	2,187.50
Niagara Mohawk Power Corp.	3 5/8	150,000.00	151,556.52	906.25
Niagara Mohawk Power Corp.	3 7/8	300,000.00	303,266.74	968.75
Niagara Mohawak Power Corp.	5 7/8	200,000.00	201,245.14	1,958.34
Northern States Power Co.	4	500,000.00	500,000.00	10,000.00
Northern States Power Co.	4 1/4	200,000.00	202,121.81	2,833.33
Northern States Power Co.	4 3/8	500,000.00	507,303.49	1,822.92
Northern States Power Co.	4 7/8	550,000.00	561,859.95	11,171.87

Securities (Bonds & Notes)

-7- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Northern States Power Co.	5 7/8	500,000.00	500,000.00	12,239.58
Ohio Edison Co.	4 1/2	500,000.00	504,886.24	5,625.00
Ohio Edison Co.	4 3/4	200,000.00	208,189.49	791.66
Ohio Power Co.	4 5/8	400,000.00	408,654.78	4,625.00
Ohio Power Co.	5	300,000.00	301,837.11	7,500.00
Oklahoma Gas & Electric Co.	3 7/8	500,000.00	504,093.79	1,614.58
Pacific Gas & Electric Co.	2 7/8	400,000.00	395,252.79	958.33
Pacific Gas & Electric Co.	3	125,000.00	128,312.01	312.50
Pacific Gas & Electric Co.	3 1/8	350,000.00	352,411.00	911.45
Pacific Gas & Electric Co.	3 3/8	300,000.00	305,804.01	843.75
Pacific Gas & Electric Co.	3 3/4	100,000.00	100,963.22	312.50
Pacific Gas & Electric Co.	4 1/4	1,000,000.00	1,001,634.34	3.541.66
Pacific Gas & Electric Co.	4 3/8	200,000.00	200,000.00	729.17
Pacific Gas & Electric Co.	4 1/2	1,112,000.00	1,120,185.72	4,170.00
Pacific Gas & Electric Co.	4 5/8	500,000,00	500,000.00	1,927.08
Pacific Gas & Electric Co.	5	100,000.00	101,553,84	416.67
Pacific Gas & Electric Co.	5 3/8	250,000.00	256,552.44	1,119.79
Pacific Power & Light Co.	4 3/8	100,000.00	100,000.00	729.17
Penn. Electric Co.	3 1/8	200,000.00	202,255.89	2,083.33
Penn. Electric Co.	3 3/8	200,000.00	201,982.36	1,687.50
Penn. Electric Co.	3 7/8	150,000.00	152,976.46	968.75
Penn. Electric Co.	4 1/8	100,000.00	101,489.14	343.75
Penn. Power Co.	2 7/8	100,000.00	97,137.02	479.17
Penn. Power & Light Co.	5 5/8	450,000.00	457,603.52	2,109.37
Philadelphia Electric Co.	2 3/4	100,000.00	99.545.06	458.33

Securities (Bonds & Notes)

-8- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Philadelphia Electric Co.	2 7/8	350,000.00	348,972.37	4,192.71
Philadelphia Electric Co.	3 1/8	300,000.00	299,014.88	781.25
Philadelphia Electric Co.	3 1/4	50,000.00	50,295.99	812.50
Philadelphia Electric Co.	3 3/4	500,000.00	498,960.74	3,125.00
Philadelphia Electric Co.	4 3/8	500,000.00	500,000.00	1,822.92
Philadelphia Electric Co.	4 1/2	600,000.00	604,681.12	4,500.00
Philadelphia Electric Co.	4 5/8	400,000.00	410,467.22	6,166.67
Potomac Electric Power Co.	2 3/4	300,000.00	302,148.39	1,375.00
Potomac Electric Power Co.	3 3/8	150,000.00	153,053.41	421.87
Potomac Electric Power Co.	4 3/8	500,000.00	507,678.51	4,101.56
Potomac Electric Power Co.	4 1/2	650,000.00	650,125.00	3,656.25
Potomac Electric Power Co.	4 5/8	400,000.00	414,099.72	1,541.66
Potomac Electric Power Co.	5	100,000.00	105,783.83	208.33
Public Service Electric & Gas Co.	4 3/8	1,500,000.00	1,509,273.65	12,760.42
Public Service Electric & Gas Co.	4 3/4	950,000.00	966,341.53	15,041.67
Public Service Electric & Gas Co.	4 7/8	100,000.00	104,045.20	1,625.00
Public Service Co. of Colorado	4 3/8	250,000.00	239,419.81	1,822.92
Public Service Co. of Colorado	4 1/2	500,000.00	501,556.98	1,875.00
Public Service Co. of Indiana	3 3/8	150,000.00	152,268.94	2,531.25
Public Service Co. of Indiana	4 3/8	500,000.00	501,740.45	9,114.58
Public Service Co. of New Hampshire	3 1/4	125,000.00	127,413.28	677.08
Public Service Electric & Gas Co. of New Jersey	3 1/4	600,000.00	605,698.43	4,604.17

Securities (Bonds & Notes)

-9- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Public Service Electric & Gas Co. of New Jersey	4 5/8	500,000.00	508,547.92	9,635.42
So. California Edison Co.	2 7/8	250,000.00	248,082.19	2,695.31
So. California Edison Co.	3	150,000.00	150,469.04	1,687.50
So. California Edison Co.	3 1/8	350,000.00	352,549.84	4,752.60
So. California Edison Co.	3 5/8	300,000.00	299,388.77	3,473.96
So. California Edison Co.	4 1/4	200,000.00	200,500.00	1,416.67
So. California Edison Co.	4 3/8	1,500,000.00	1,498,517.17	17,318.16
So. California Edison Co.	4 1/2	400,000.00	403,319.82	5,062.50
So. California Edison Co.	4 3/4	200,000.00	205,763.06	4,750.00
Southern Indiana Gas & Electric Co.	4 3/4	300,000.00	302,330.47	3,562.50
Southern Indiana Gas & Electric Co.	6	350,000.00	354,841.28	7,000.00
Southwestern Gas & Electric Co.	4 5/8	100,000.00	101,637.09	2,312.50
Tampa Electric Co.	4 1/4	500,000.00	510,648.73	10,625.00
Tampa Electric Co.	4 1/2	500,000.00	508,506.51	3,750.00
Texas Electric Service	4 3/8	500,000.00	504,266.11	5,468.75
Texas Power & Light Co.	4 3/8	500,000.00	511,376.00	9,114.58
Texas Power & Light Co.	4 1/2	300,000.00	302,533.33	1,125.00
Texas Power & Light Co.	5	300,000.00	300,750.00	6,250.00
Union Electric Co.	4 1/2	900,000.00	905,010.89	8,625.00
Union Electric Co.	4 3/4	800,000.00	820,274.46	17,416.67
Utah Power & Light Co.	3 5/8	100,000.00	101,697.55	1,208.33
Virginia Electric & Power Co.	3 7/8	500,000.00	503,989.18	1,614.58
Virginia Electric & Power Co.	4 3/8	500,000.00	502,705.31	3,645.83

Securities (Bonds & Notes)

-10- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Virginia Electric & Power Co.	4 1/2	500,000.00	502,321.70	1,875.00
Virginia Electric & Power Co.	4 5/8	500,000.00	503,209.31	7,708.33
Western Mass. Electric	4 3/8	150,000.00	143,666.41	1,640.62
West Penn. Power Co.	2 7/8	100,000.00	98,026.37	958.33
West Penn. Power Co.	3 1/4	100,000.00	101,820.66	812.50
West Penn. Power Co.	4 1/2	500,000.00	505,251.99	7,500.00
Wisconsin Electric Power Co.	3 1/8	150,000.00	152,514.34	781.25
Wisconsin Electric Power Co.	3 7/8	250,000.00	253,570.79	2,018.23
Wisconsin Electric Power Co.	4 1/8	500,000.00	510,312.83	5,156.25
Wisconsin, Michigan Power Co.	3 1/8	100,000.00	100,525.85	651.04
Wisconsin Power & Light Co.	4 5/8	489,000.00	491,330.80	7,538.75
Wisconsin Public Service	4 1/2	900,000.00	903,679.76	3,375.00
Worcester Gas & Light Co.	5 1/4	172,000.00	174,340.70	752.50
Total		72,631,000.00	73,318,456.20	763,122.79

Securities (Bonds & Notes)

Industrials - Corporations

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Allied Chemical Corp.	5.20	100,000.00	100,000.00	866.67
Aluminum Co. of America	4¼	100,000.00	100,000.00	2,125.00
Borden Co.	4 3/8	200,000.00	197,746.71	729.17
General Motors	3¼	200,000.00	201,732.96	3,250.00
Minneapolis - Honeywell Regulator Co.	4¾	700,000.00	698,509.89	12,395.83
National Dairy Products	4 3/8	100,000.00	101,606.31	1,276.04
Pittsburgh Plate Glass Co.	5 5/8	600,000.00	600,000.00	14,062.50
Proctor & Gamble	3 7/8	500,000.00	484,346.93	6,458.33
Sears Roebuck & Co.	4 3/4	1,015,000.00	1,044,469.14	20,088.54
Stauffer Chemical Co.	4½	250,000.00	251,775.53	937.50
United States Steel Corp.	4	500,000.00	501,926.00	9,166.67
United States Steel Corp.	4½	440,000.00	446,495.14	4,125.00
Weyerhaeuser Co.	5.20	250,000.00	250,000.00	2,166.67
Total		4,955,000.00	4,978,608.61	77,647.92

Securities (Bonds & Notes)

Industrials - Oil Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Gulf Oil Corp.	5.35	650,000.00	650,000.00	1,448.96
Marathon Oil Co.	4 3/8	800,000.00	817,821.43	8,750.00
Shell Oil Co.	4 5/8	850,000.00	867,941.75	16,380.21
Socony Mobil Oil Co.	4 1/4	600,000.00	601,639.45	6,375.00
Standard Oil Co., of California	4 3/8	800,000.00	800,527.41	17,500.00
Standard Oil Co., of Indiana	4 1/2	762,000.00	770,123.66	8,572.50
Standard Oil Co., of Indiana	6	500,000.00	500,000.00	8,750.00
Standard Oil Co., of New Jersey	2 3/4	100,000.00	101,048.29	1,260.42
Sun Oil Co.	4 5/8	300,000.00	297,202.14	1,734.37
Sunray D. X. Oil Co.	4 1/4	750,000.00	742,239.27	5,332.50
Total		6,112,000.00	6,148,543.40	76,103.96

Securities (Bonds & Notes)

Banks

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Bank of California National Association	4.55	400,000.00	400,000.00	758.33
Bankers Trust Co.	4 1/2	768,000.00	768,000.00	1,440.00
Central National Bank of Cleveland	4 3/4	350,000.00	350,000.00	1,385.42
Chase Manhattan Bank	4.60	500,000.00	500,000.00	1,916.67
Crocker Citizens National Bank	4.60	500,000.00	499,160.79	5,750.00
Inter-American Development Bank	4 1/2	50,000.00	49,573.54	375.00
International Bank for Reconstruction & Development	4 1/4	100,000.00	98,692.79	708.33
International Bank for Reconstruction & Development	4 1/2	250,000.00	250,532.30	4,687.50
International Bank for Reconstruction & Development	5 3/8	100,000.00	99,797.84	2,687.50
United California Bank	4 1/2	450,000.00	448,875.00	9,281.25
Wachovia Bank & Trust	4.60	500,000.00	500,000.00	3,833.33
Wells Fargo	4 1/2	200,000.00	200,000.00	2,625.00
Total		4,168,000.00	4,164,632.26	35,448.33

Securities (Bonds & Notes)

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
Mass. Turnpike Authority	3.30	50,000.00	50,000.00	275.00
		50,000.00	50,000.00	275.00
Grand Total:		194,862,900.00	196,383,035.78	1,987,466.97

Bank Deposits

As of December 31, 1966

Description	
Deposits:	As of December 31, 1966
Bass River Savings Bank	200,000.00
Cape Cod Five Cents Savings Bank	250,000.00
City Savings Bank - Pittsfield	50,000.00
East Weymouth Savings Bank	200,000.00
Lowell Five Cents Savings Bank	50,000.00
So. Boston Savings Bank	250,000.00
Union Savings Bank	250,000.00
Westfield Savings Bank	50,000.00
Total Deposits:	1,300,000.00

Stocks

Description		Value As of December 31, 1966
Hanover Insurance Co.		76,450.00
N. E. Merchants National Bank		247,500.00
Manufacturers & Traders Trust Co., Buffalo		58,500.00
State Street Bank & Trust Co.		222,568.75
Chemical Bank New York Trust Co.		90,500.00
Morgan Guaranty Trust Co.		378,250.00
Bankers Trust Co. of New York		210,875.00
	Total	1,284,643.75

Securities (Bonds & Notes)

Military Service

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1966	Accrued Interest December 31, 1966
United States Treasury Bonds	2 3/4	271,000.00	272,864.77	1,863.13
United States Treasury Bonds	3¼	55,000.00	54,496.16	74.48
United States Treasury Bonds	3½	15,000.00	15,415.64	73.12
United States Treasury Bonds	3 5/8	50,000.00	50,000.00	226.56
United States Treasury Bonds	4	100,000.00	99,299.87	1,500.00
Total		491,000.00	492,076.44	3,737.29

Deposits:	As of December 31, 1966
Germain Co-op Bank	60,000.00
Roxbury Highland Co-op Bank	15,000.00
Sandwich Co-op Bank	20,000.00
Jamaica Plain Co-op Bank	5,000.00
Total	100,000.00

ANNUAL REPORT

Bureau of Adult Education
and
Extended Services

Year Ending June 30, 1967

Submitted herewith is the annual report for the Bureau of Adult Education and Extended Services for the fiscal year 1967.

1. The Class Program Unit

The following statistical report indicates the various course offerings in class instruction for the past year, with enrollments and total cash receipts.

	COLLEGE GRAD.	UNDERGRAD.	HIGH SCHOOL	NON CREDIT	TOTAL CLASSES	TOTAL ENROLLMENT
*Boston		3		36	39	1449
Cambridge	3	49	71	97	220	6929
Arlington				1		25
Attleboro			5		5	132
Barnstable				1	1	16
Becket	1				1	25
Brockton				1	1	82
Duxbury			2		2	48
Easton				2	2	50
Fall River			22		22	534
Falmouth	2		11	5	18	336
Fitchburg			24		24	775
Great Barrington			5		5	85

	COLLEGE GRAD.	UNDERGRAD.	HIGH SCHOOL	NON CREDIT	TOTAL CLASSES	TOTAL ENROLLMENT
Hampden	1				1	30
Holyoke		1	19	4	24	550
Kingston			8		8	156
Lawrence				2	2	75
Lincoln	1				1	10
Longmeadow				7	7	225
Medfield		2			2	75
Milford			22	8	30	655
Nantucket	1				1	25
Natick				2	2	62
Northampton				1	1	38
North Easton				1	1	20
Orange	1		15	7	23	500
Palmer	1				1	22
Pittsfield				1	1	70
Randolph			1		1	23
Sharon				8	8	219
Somerville				1	1	30
Southbridge	1				1	26
South Hadley				5	5	200
Springfield				1	1	138
Stoneham			1		1	19
Tewksbury				2	2	50
Turners Falls				1	1	16

	COLLEGE GRAD.	UNDERGRAD.	HIGH SCHOOL	NON CREDIT	TOTAL CLASSES	TOTAL ENROLLMENT
Ware	1				1	37
Westboro			12		12	257
West Springfield			23	7	30	668
Worcester	2			11	13	357
* 47 Communities	15	55	241	212	523	15,039

Average enrollments per class 29

Net cash receipts $239,203

* Boston includes Dorchester, East Boston, West Roxbury, Hyde Park, Roslindale and South Boston

2. The Correspondence Program Unit

Following are the enrollment figures and dollar receipts for this Unit for the fiscal year 1967.

A.	2427	enrollments in complete courses		
	1239	free enrollments	1188	paid enrollments
	383	veterans	896	regular
	0	disabled veterans	292	USAFI
	822	institutions		
	33	senior citizens		
	1	blind		
B.	40	re-opened enrollments		
C.	4448	enrollments		
	440	certificates issued - courses completed		
D.	17,695	lessons processed by instructors		
E.	$30,142	cash receipts		

3. The Correspondence School and Agent Licensing Program Unit

Pertinent year information relative to the functions and responsibilities of this Unit follow:

1. A new licensing procedure for agents was instituted. This shifts the work - load and much of the responsibility for the licensing requirements onto the agents and the schools, where it rightfully belongs.

2. A program of research into the various educational fields was begun in order to discover the limitations of home study preparation in these fields. The areas of law, accounting, nursing, high school, airline personnel and interior decorating, were reviewed to determine whether or not they fulfilled requirements established by state licensing laws, professional organizations and employment demand.

3. A program of public information on home study was instituted. The program entailed several interviews and guest spots on radio and television programs, and mass mailing of information on home study to all state high school guidance counselors. This program also required the establishment of working arrangements with the three Better Business Bureaus in the state, the Massachusetts Attorney General's Office, other state supervisors of private schools and the National Home Study Council.

   As a result of this program, 24 complaints against various in - state and out - of - state schools were filed with the Department. By the end of the fiscal year, 21 of the complaints were settled in favor of the student. This resulted in the cancellation of over $10,000 worth of contracts and actual refund of over $1,000. This compares favorably with the past performance of this office which prior to this fiscal year received and settled only 4 complaints in 2½ years.

4. A file was established so that information on private correspondence schools can be collected and reviewed. Information is presently available on 198 schools.

5. As a result of inquiries into apparent poor moral character of 3 school representatives, this office evolved an effective program to carry out any further investigations.

Facts about the private home study schools in Massachusetts:

Presently there are 14 schools licensed to "do business", in Massachusetts. These schools employ approximately 35 licensed agents.

Thirty out - of - state schools have established sales forces in Massachusetts. These schools employ approximately 165 agents.

Seventy - four schools have registered with the Department.

Four thousand seven hundred forty dollars were collected in licensing fees. This amount represents 153 new license applications and 79 renewals.

Three new schools were licensed: Massachusetts Trade Shop Schools, Boston; Cambridge Institute for Management Training, Cambridge; and Radio Electronic Television School, Boston.

In addition to the above mentioned programs and facts, the Supervisor of Private Correspondence Schools participated as a panelist and speaker at the annual convention of the National Home Study Council and the annual convention of Career Academy both held in Washington D.C.

4. The High School Equivalency Program Unit

In May, 1967, The Board of Education voted a new avenue of approach to the award of the High School Equivalency Certificate--the GED test method. Since the inception of the high school equivalency program in 1945, the department has only offered the 16-unit method. The two avenues of approach--the GED test method and the 16-unit method--has meant the retooling of our present structure. New forms have had to be developed, official GED test centers have to be set up and candidates, new and old, have to be informed.

Since the GED test method is only now being phased in, the statistics reflect the 16-unit method only. In 1966-67 the interest in the equivalency certificate in no way diminished. Over 2500 applications were received and processed and over 600 equivalency certificates were awarded. The traditional graduation exercises were held at Fall River, Fitchburg, Holyoke, Milford, New Bedford, Orange and Metals & Controls, Inc., Attleboro. The latter is the only high school equivalency program in operation in a plant in the country. The size of the graduating classes at the area centers ranged from 14 in Orange to 99 in Fitchburg.

Even though GED testing had to be temporarily suspended at 200 Newbury Street because of lack of space, the greatest number of tests was administered in the history of the program--over 1800. The GED tests were also administered to the Rodman Job Corpsmen. At first the tests were given evenings at the New Bedford High School, but bringing the corpsmen to the Department of Education by bus was tried and found much more satisfactory.

5. The Child Day Care Program Unit

The Department's responsibility in Day Care is two directional: consultative and implementation of the Department of Public Health's Rules and Regulations. A Bureau staff member is the department's liaison in day care and serves as the department day care

consultant on all the official day care committees of the state departments concerned--Public Health and Public Welfare as well as on the Massachusetts Committee on Children and Youth's Day Care Committee and the United Community Services Day Care Committee. These committees have monthly meetings at which policy, legislation and general concern for day care in Massachusetts are discussed. Day Care Day, a statewide meeting on day care, was held in Worcester this year. Our department representative was on the steering committee and took an active part in the conference.

According to the Department of Public Health's Rules and Regulations, basic educational requirements may be met by taking courses jointly approved by the State Department of Health and Education. Introductory Courses in Early Childhood Education as well as courses in Programming for Day Care Services, Creative Experiences in the Curriculum, and School, Family and Community Relationships have been offered throughout the state. For the first time the Bureau offered a course cooperatively with the Department of Public Health and the Office of Economic Opportunity for staff workers in the Head Start programs.

At the present time we have five courses in the area of Early Childhood Education but are planning to expand that number to meet the needs of the day care services staff in children's literature, art, music, science, etc. Recruitment of teachers is a problem because of so few specialists in this area and the fee we pay them.

6. The Audio-Visual Service Program Unit

It was evident early in the year that the use of the Film Library was to be much greater than previously anticipated. This fact was brought home even more forcefully when final statistics were tabulated for the year. They showed film bookings of 30,000 against 13,000 five years ago, and cash receipts of $14,204.69, where in 1962 the figure was $2,193.00. Film purchases by Cooperative members which totalled approximately $29,000 in 1965-66 rose to well over $40,000 in 1966-67.

The following new members of the Cooperative were admitted in the spring of 1967 bringing the total school membership to 101 representing 125 cities and towns, one additional public library was added:

Adams Public Schools
Arlington School, Belmont
Bedford Elementary School
Bedford High School
Boston College High School
Chamberlayne Junior College
Falmouth Elementary School
East Freetown Public Schools
South Hadley Public Schools
Harwich Public Schools
Holliston Public Schools
Lakeville Public Schools
Lee Public Schools

Memorial School, Framingham
Wakefield Public Schools
North Middle School, Westford
Attleboro Public Library

The First National Bank of Boston continued its custom of presenting to the Office 30 prints a month of the Screen News Digest which are viewed during the month by the students in some 100 school systems in Eastern Massachusetts, and represent a total expenditure each year by the Bank of over $15,000.

Other gifts received included more than fifty career films from the Massachusetts AFL-CIO, and a $1,500 film cleaning machine by the Massachusetts Film Library Cooperative in addition to previous gifts during the year of $1,600 in payment of services, and repairs incurred by the Office. Other generous gifts were made by International Business Machines, and the Pan American Society of New England.

As in previous years the Office received large numbers of requests from school administrators for guidance and assistance in the development of local audio visual programs. In addition, it was evident that supervisors in other Bureaus of the Department were finding the services offered by the Office increasingly helpful to them.

7. The Civil Defense Program Unit

At the beginning of the fiscal year, two programs represented the major effort of the division. However during the fiscal year, two additional programs were added and we became involved in

Personal and Family Survival Courses
Radiological Monitoring Courses
Shelter Management Courses
WGBH-TV Personal and Family Survival Program

PERSONAL AND FAMILY SURVIVAL

With only a few exceptions every public, parochial, and private high school adopted and integrated the course into the social studies curricula. Those which did not becuase they could not (for a variety of valid reasons) agreed to integrate the course in the 1967-68 school year. In addition, adult programs increased normally.

RADIOLOGICAL MONITORING

The development and the progress of RAMONT programs was normal. The major accomplishment was the establishment of responsibility for the organization of RAMONT Courses. The Massachusetts Civil Defense Agency felt that the assignment of the Radiological Specialist to CDAE should have resulted in a greater expansion of the program and should have required his entire effort in that area.

A meeting with Civil Defense Staff Officials under the chairmanship of John Callahan clarified the issue and emphasized the fact that the Federal Contract and the Massachusetts Department of Education State Plan specifically required that organization of courses was the responsibility of the local Civil Defense Directors. This meeting "cleared the air" and eliminated the unfounded objections to the CDAE role in RAMONT training.

SHELTER MANAGEMENT INSTRUCTION

The CDAE Coordinator accepted responsibility for the conduct of Shelter Management training and negotiations were undertaken to assume responsibility for the conduct of such training during the 1967-1968 fiscal year.

WGBH-TV PERSONAL AND FAMILY SURVIVAL PROGRAM

On June 20, 1967 a contract was negotiated with the U. S. Office of Education to undertake a professional T.V. Program, sponsored by the Massachusetts Department of Education to develop, plan, promote, and produce a Television program on Channel 44 during prime time which would telecast the Personal and Family Survival Course one night per week for a total of twelve nights. Actual planning and development was scheduled to begin during the 1967-1968 fiscal year.

The following is a comparison of accomplishment at the end of the fiscal year in June 1966 as compared with the fiscal year activity ending June 30, 1967.

	Fiscal Year Totals	
Personal and Family Survival	as of 6/30/66	as of 6/30/67
Number of Teachers Certified	65	11
Number of Adults Completing Course	9417	20294
Number of Courses Completed	201	446
Radiological Monitoring		
Number of Teachers Certified	1	0
Number of Adults Completing Course	862	992
Number of Courses Completed	80	53

- -

8. Recommendations:

   A. Procurement of added competent professional personnel at the Senior Supervisory and Supervisory levels.

      (1) Fixing of salaries in excess of those current to attract competency.

B. Bringing to currently assigned personnel complement strength in both professional and non-professional categories.

C. Expansion of Child Day Care Services.

D. Review and revision of Correspondence Course offerings.

E. Increased involvement with local public school systems in the business of encouraging them to plan for, to operate and to maintain useful programs in adult education.

  (1) Establishment of the State Bureau of Adult Education and Extended Services as a resource agency the function of which would be to assist and to supervise, but not to organize and operate.

ANNUAL REPORT

BUREAU OF CIVIC EDUCATION

Year Ending June 30, 1967

The Bureau of Civic Education was created by legislative mandate on July 16, 1957. In its broad aspects, the purpose of the Bureau is to foster preparation for the duties of citizenship.

The very essence of civic education is to create an understanding of the responsibilities of citizenship and to perpetuate the democratic heritage of a government under law. Civic education has the purpose of preparing the individual for more active and knowledgeable participation in society, regardless of race, creed, color, or station in life.

This goal can only be achieved when tomorrow's citizens acquire an awareness of how, why, and in what manner the democratic process works. It means that our students must understand how government functions at all levels, how political decisions are made, and how the individual affects and in turn is affected by the political process.

To achieve its purpose, the Bureau has adopted the service concept in its relationships with the schools and teachers of the Commonwealth and has constantly endeavored to provide advice and assistance regarding teaching materials and methods, student activities, and procedures directed toward more effective citizenship. Several programs stressing better civic behavior have originated in the Bureau and have been well received by the schools and by public and private organizations devoted to the same goals.

SUMMARY

I. STATEWIDE PROGRAMS FOR STUDENTS

A. Student Government Day

This program conducted in accordance with Chapter 650 of the Acts of 1956 saw 467 delegates from public, parochial and private independent schools participating in Student Government Day on April 7, 1967. Student assignments were determined by the "Glass Bowl Drawing" held in the Office of the Governor on January 12, 1967.

The continued interest in, and support of this program by the Constitutional Officers, the members of the General Court, and the many cooperative state officials helped to make the program a rich civic education experience for the young people of the Commonwealth.

As in past years, the inaugural ceremony was televised live and financed by WNAC-TV, WHDH-TV, and WBZ-TV in Boston, WWCD-TV in Springfield, WRLP-TV in Greenfield, and WTEV-TV in New Bedford. In addition to our regularly televised inaugural ceremony, through facilities of WHDH-TV, "Classroom 5" a special television program relative to the preparation of student delegates, background to, and educational value of the Student Government Day program was prepared by this Bureau with Dr. Thomas J. Curtin, Deputy Commissioner of Education, Dr. John J. O'Neal, Associate Commissioner of Education, Senator Beryl W. Cohen, and Senator John E. Quinlan and several student participants.

This Bureau is most grateful to these stations for providing these educational highlights at no cost to the Commonwealth. We are also grateful for the financial support of the Massachusetts Teachers' Association, which sponsored the student luncheon, and the Massachusetts Civic League, which assisted in conducting the program and in underwriting the cost of visual teaching materials.

B. Student Government Exchange Program

This program is designed to enrich students' knowledge of town and city government, to encourage pride in their local communities, and to broaden their understanding of local and metropolitan problems.

During the 1966-1967 school year, one hundred and four high schools participated.

In addition to the exchanges arranged between town and city schools, four exchanges were effected on an experimental basis between regional school districts and larger towns with a representative form of town meeting. The schools involved found it to be a most meaningful educational experience and look forward eagerly to its repetition. This will enable the Bureau to expand its present program and extend this experience to other school pupils throughout the Commonwealth. In recognition of outstanding programs, the Citizenship Committee of the MSSPA awarded citations to exemplary high schools.

C. Citizenship-in-Action Program

This voluntary program is conducted cooperatively with the Massachusetts Secondary School Principals' Association to encourage social service by pupils throughout the Commonwealth. The Citizenship Committee of the Massachusetts Secondary School Principals' Association screens the reports submitted by the principals and this year voted to give special awards for such services, under a grant from the Sears-Roebuck Foundation.

The Bureau of Civic Education organizes and directs this program, the Representatives of the sponsoring organizations present the awards to thos schools selected as deserving of special recognition.

D. Massachusetts Youth Citizenship Conferences

This Bureau, in cooperation with the State Colleges at Boston, Bridgewater, Fitchburg, Framingham, Salem, and Westfield, annually sponsors a series of high school conferences on a significant topic relating to civic responsibility. These conferences take the form of "grass roots" sessions for large numbers of students drawn from the geographical region around each of the participating state colleges. These intrastate meetings represent a preliminary step to the Northeast Regional Youth Citizenship Conference for selected schools from New England, New York, New Jersey, and Pennsylvania which is held in June at Tufts University. The same basic theme and conference structure is used in the intrastate and interstate sessions. The 1967 theme was "Values In A Changing World." Nationally known speakers were featured in the programs, which also provided for pupil discussion, in small groups, moderated by students from our state colleges.

E. Northeastern States Youth Citizenship Conference

The Bureau of Civic Education contributed to the basic planning of this interstate conference sponsored by the Commissioners of Education of the Northeastern States (New England, New York, New Jersey, and Pennsylvania) and their service affiliate, the Lincoln Filene Center for Citizenship and Public Affairs.

The conference format provides that ninety "teams," each consisting of an eleventh grade girl and an elventh grade boy, and a faculty advisor, from ten secondary schools in each of the nine states, participate in this conference.

A grant from the Sears-Roebuck Foundation made it possible to present outstanding authorities on the theme "Values In A Changing World." Group discussions were moderated by college students who had participated in our intrastate conferences on the same theme.

F. Massachusetts Heritage Day

The Massachusetts Heritage Day program was instituted in October of 1961 to dramatize for adolescents of junior high school age the very important part this Commonwealth has played in the development of democracy and to enhance their understanding and appreciation of American ideas and ideals. The sixth annual Heritage Day was held at Plymouth on October 22, 1966 under the joint sponsorship of the Bureau of Civic Education, the Massachusetts Bar Association, Plimoth Plantation, the Massachusetts Junior High School Principals' Association, and the Lincoln Filene Center for Citizenship and Public Affairs of Tufts University. The program expenses were underwritten by the John Hancock Mutual Life Insurance Company.

Student and faculty representatives from two hundred Junior High Schools heard the inspiring address "Bill of Rights and Bill of Responsibilities" delivered by Dr. John S. Gibson, Director, Lincoln Filene Center for Citizenship, Tufts University, toured the Mayflower II and Plimoth Plantation, and participated in group discussions moderated by students from the State College at Bridgewater.

G. The U. S. Senate Youth Program

In 1962 the Commissioner of Education accepted an invitation to have Massachusetts participate in the U. S. Senate Youth Program to be held in Washington, D. C., during the last week of January each year. Sponsored by the William Randolph Hearst Foundation in cooperation with the United States Senate, the Program, a continuing one, is designed to give young American of high school age knowledge of American political life.

The Bureau of Civic Education has been entrusted with the mechanics for, and the supervision of, the selection of the two students from Massachusetts who participate in the program. The selection is carried out in conjunction with the Massachusetts Student Government Day Program.

During their stay in Washington the delegates visited both houses of Congress, the Supreme Court, the State and Defense Departments, and the White House, where they were received by President and Mrs. Johnson. They also served as interns in the offices of their respective senators and had the opportunity to talk with outstanding administrative, legislative, and judicial leaders.

II. SPECIAL PROGRAM FOR STUDENTS

The Bureau of Civic Education, in cooperation with the School Bureau of the United Community Services of Greater Boston, has for several years promoted school-community service activities by secondary school and area college students. During the 1965-1966 school year approximately 8,000 young adults from public, parochial, and private secondary schools and colleges were engaged in programs popularly known as "Operation Kindness." With their help 107 health and welfare agencies were able to offer extended services in "Red Feather" hospitals, settlement houses, homes for the aged, and day camps.

III. PROGRAMS FOR TEACHERS

A. Continuing Studies Courses

1. Institute on Youth Problems

A series of programs showing how elementary and secondary teachers and administrators can work effectively with community agencies in the development of better civic behavior in children and youth. Distinguished representatives of religious faiths, juvenile courts, police, medicine, social welfare, and intergroup agencies were guests lecturers. Institutes were held at:

Boston State College, Fall 1966
Mr. Francis Bresnahan

Salem State College, Winter 1967
Mr. Francis Bresnahan

3. Workshop in Adult Civic Education

This is a prerequisite for certification by the Massachusetts Department of Education to teach state-aided classes in Adult Civic Education and was held at:

Boston State College, Fall 1966
Miss Margaret E. Kielty

4. Workshop in Adult Basic Education

This is a prerequisite for certification by the Massachusetts Department of Education to teach in federally supported programs in Adult Basic Education and was held at:

Boston State College, Fall 1966
Mr. Bruno Ciccariello

Westfield State College, Fall 1966
Mr. Raymond Morrow

Bridgewater State College, Spring 1967
Mr. Bruno Ciccariello

Worcester State College, Spring 1967
Mr. Raymond Morrow

Lowell State College, Spring 1967
Miss Mary G. Bodanza

B. Undergraduate Courses

Study guides, recommended bibliographies, resource materials, guest lecturers were made available to undergraduate courses in "Education for Citizenship" at Boston, Bridgewater, and Salem State Colleges during the 1966-1967 school year.

C. Educators' Economic Education Seminars

The Bureau of Civic Education has worked with the New England Economic Education Council to increase economic interest and competency in the schools of the Commonwealth.

IV. SPECIAL SERVICES OF THE BUREAU

Many boards, commissions, service clubs, and professional organizations and associations have called upon this Bureau as consultant and architect when planning and implementing programs in which there are common interests.

A. Bicentennial Commission to observe the Events of Revolutionary War

The Revolutionary War Bicentennial Commission was established by the Massachusetts Legislature, according to Chapter 71, Resolves of 1964, to "prepare plans for the observance by the Commonwealth of the bicentennial of the historic events preceding the Revolutionary War."

As the Commissioner's Designee on the Bicentennial Commission, the Director attended all meetings of the organization and has prepared statements for its newsletter "Committee of Correspondence."

B. Commonwealth Service Corps

As the Commissioner's Designee on the Commonwealth Service Corps' Advisory Committee, the Director attended meetings of this organization which served as the state agency implementing the Economic Opportunity Act of 1964. Such meetings were held from October, 1966 - June, 1967.

C. Adult Civic Education

In accordance with Chapter 69, General Laws, Sections 9, 9a, and 10, instruction in the use of English for adults eighteen years of age or older unable to speak, read, or write the same, and in the fundamental principles of Government and other subjects, adapted to prepare them for American Citizenship is directed by the Bureau of Civic Education. Reimbursement for the program is now included as part of the overall school-aid formula.

In addition to preparing teachers to instruct the foreign born, this Bureau collects statistics for the U. S. Department of Justice, Division of Immigration and Naturalization, processes requests for reimbursement, conducts an annual conference for supervisors and teachers, and, as far as budget and staff limitations permit, visit classes and participate in special programs.

D. Adult Basic Education

The staff of the Bureau of Civic Education has devoted much of its time, effort, and talent to establishing a workable program for Adult Basic Education under the provisions of Federal Public Law 88-452, Title II-B and the guidelines as indicated in the Massachusetts State Plan.

Teacher-training workshops, as described earlier in the report, were initiated and resulted in the preparation of 150 teachers qualified to teach classes organized in 29 school districts. As a result of these efforts, 2,180 functionally illiterate adults 18 years of age and over received instruction in the Commonwealth.

Pilot programs were extablished in the prisons of the Commonwealth located at Bridgewater, Walpole, Concord, and Norfolk, as an additional avenue of service to disadvantaged adults in the Commonwealth.

E. The Bureau has been represented as a member of the Citizenship Committee of the Massachusetts Teachers' Association in which capacity it has been privileged to participate in the statewide and area programs of the Association.

F. The Bureau has also been represented as a member of the Executive Planning Committee of the National Conference of Christians and Jews and in this capacity served as educational advisor and consultant to its various programs.

ANNUAL REPORT

Bureau of Curriculum Innovation

Year Ending June 30, 1967

The Bureau of Curriculum Innovation and Development is the most recently established bureau within the Division of Curriculum and Instruction. The mission of this Bureau has been outlined in the Kiernan--Carlson Report.

Mr. Robert A. Watson, Director of the Bureau of Curriculum Innovation and Development, has already begun work setting up a state-wide communications system for the purpose of gathering and disseminating information on innovative practices in education. At this writing, the 351 communities of the Commonwealth have been contacted (by letter) and about 75% have submitted the names of local staff members to work with the new Bureau. Full participation of all communities in the Commonwealth is anticipated.

Current plans call for the establishment of fifteen regions around the state and the appointment from local sources of a professional staff person who will become a consultant to the Bureau on a part-time basis. Subsequently, this individual will be the Bureau's important link to local communities. The Regional Centers that are established will occupy key positions in the communications network when it is finally developed.

The full operational development of this Bureau will provide the Department with a unique potential for tangible leadership and service to all of the schools of the Commonwealth. Unfortunately, the available funds for operating this Bureau are completely inadequate. If necessary, funds assigned to other areas of the Division should be transferred to support the Bureau of Curriculum Innovation and Development. This could mean curtailing other important activities but the conceptual basis underlying the establishment of this Bureau deserves an extremely high priority on any list which represents the Division's committments.

ANNUAL REPORT

Bureau of
Elementary and Secondary
Education

Year Ending June 30, 1967

FOREWORD

The year brought many changes to the Bureau of Elementary and Secondary Education. In personnel, Dr. Everett G. Thistle, who had been Director, was promoted to Assistant Commissioner of Education for State and Federal Assistance. Joseph Killory, Assistant Director, succeeded Dr. Thistle as the Director of the Bureau. The supervisory and clerical staffs have been strengthened by the addition of personnel to fill key positions.

The opening of the Regional Offices in Pittsfield and Worcester provided a necessary extension of the service previously offered by Bureau personnel from the central office.

Continued involvement of the Bureau in a variety of federal and state educational programs has resulted in a recognition of the need to begin to move in the direction of an evaluation of those programs at the state and local levels. Preliminary steps have been taken designed to lay the groundwork for large scale and systematic evaluation in the immediate future of programs in Title I and Title III of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) and Title III and Title V-A of the National Defense Education Act of 1958, as amended (P.L. 85-864).

As a basis for action the Bureau has adopted and defined the following objectives:

I. To promote in every way possible the improvement of the learning climate in our public schools.

II. To provide administrators and teachers with an awareness of current research and innovative practices in education.

III. To make available to the public schools in the Commonwealth a continuous flow of curriculum and other professional materials.

IV. To establish a functional relationship with federal and local school authorities based upon mutual understanding and respect so that common objectives may be achieved with maximum benefit to all concerned.

V. To foster close ties with other Bureaus of Elementary and Secondary Education in the region to facilitate the exchange of ideas and information.

IV. To establish a cooperative arrangement with the Massachusetts Association of School Superintendents, the Massachusetts Secondary School Principals' Association, the Massachusetts Elementary School Principals' Association, the State Colleges and University,

and private institutions of higher learning to secure the services and advice of representative public school administrators and college professors for Bureau-sponsored activities.

To achieve the objectives listed, it has been determined that the Bureau shall:

1. Explore the feasibility of adding a service arm through the medium of a planned program of internships.

2. Provide a center for the accumulation and dissemination of inter and intra-state information pertinent to elementary and secondary education.

3. Provide an accurate and meaningful analysis of the present and projected needs of any school system which requests a survey and evaluation of the school facilities and curriculum.

4. Expand the present program of in-service training for teachers, in cooperation with and through a coordinated use of the Department's regional offices and their staffs.

5. Coordinate all pertinent federal and state programs aimed at local schools to achieve optimum results.

6. Add necessary specialists to the staff in order to provide adequate assistance to local school systems in the areas of student services, personnel and curriculum innovation.

7. Exercise leadership in the sphere of public school administration by enlarging upon its present role of sponsoring state-wide and regional meetings of public school administrators.

8. Encourage innovative practices in public school education in the Commonwealth so that the youth served may learn to become more able participants in our democratic society.

9. Provide a planned program of in-service training for members of the staff.

10. Provide for staff participation in summer institutes designed for state department personnel.

A beginning has been made in many of these areas during the year. The Bureau of Elementary and Secondary Education can achieve its stated objectives and more. If additional enlightened staff and an adequate budget are provided, the attainable defies the imagination.

Lawrence M. Bongiovanni
Acting Director
Bureau of Elementary and
Secondary Education

October 1, 1967

GENERAL DESCRIPTIONS OF DUTIES AND RESPONSIBILITIES OF THE PROFESSIONAL STAFF

School Visits - assist in improving instruction and non-classroom pupil-personnel services.

Administrative Visits - assist in determining needs and coordinating elementary, secondary, and college programs-aid in planning staffing patterns.

School Surveys-Evaluations - participate in Department of Education surveys, regional school surveys, school evaluations for accreditation.

Workshops - plan, conduct, participate in: conferences, workshops, seminars, and other professional meetings.

Curriculum Development and Research - develop and evaluate new teaching methods, content, and equipment; prepare state guidelines in subject-matter areas; assist local schools in solving curriculum problems.

Long-Range Planning - conduct surveys, support state-wide groups and activities; review and clarify state and federal regulations affecting education; anticipate needs throughout the Commonwealth and implement solutions; prepare overviews and master plans for upgrading subject matter areas.

Publications - write professionally, creating bulletins, newsletters, guidelines, and articles.

Federal Aid - review project proposals; assist schools in developing proposals; serve on evaluation teams; answer general inquiries.

Public Relations - address groups interested (or not interested) in education; work with diverse agencies; answer general correspondence; bring together individuals and organizations in cooperative efforts to solve educational problems.

Professional Growth - read widely in own and related fields; visit pilot programs and resource centers; take courses; participate in professional organizations.

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

Summary of Supervisory Activities - Fiscal 1967

This overview of supervisory activities is designed to show the variety of accomplishments. Individual reports are on file and may be used for more extensive information pertaining to a particular supervisor.

Each area is outlined below. Principal concerns, duties, activities, or goals are stated, followed by examples of individual contributions or activities of special significance.

ACADEMICALLY TALENTED (Chapter 651) Promote and develop programs for gifted children.

Conducted regional workshops for teachers and administrators at five state colleges, focusing local and national attention on the needs of the academically talented.

ART (ESEA Title V, P.L. 89-10) To develop the realization that man can learn to appreciate beauty and self expression, and that art is not divorced from science.

Working with a committee from the Massachusetts College of Art and the Massachusetts Art Education Association to improve certification standards.

BUSINESS AND OFFICE EDUCATION (P.L. 89-10) Implement the Vocational Education Act of 1963 as pertains to business and office education in the public secondary schools.

Compiled extensive statistical information for federal reports on funding of programs; lectured at Boston University and other institutions; gave keynote address to Massachusetts Business Teachers Association at Southeastern Massachusetts Technological Institute.

COMPENSATORY SERVICES (ESEA Title I, P.L. 89-10; G.L. Chapter 650) Supervision of state and federal aid programs for educationally disadvantaged children in areas having high concentration of low-income families.

Provided leadership in motivating communities to make use of available funds; participated in Tufts University's NDEA Institute for Education of Disadvantaged Children; provided research background and practical classroom application for instruction; compiled list of Massachusetts schools allowing maximum cancellation of loans to teachers serving in identified schools.

CONSERVATION EDUCATION (State; ESEA Title V) Provide leadership in demonstrating practical ways of saving and utilizing our natural resources.

Self-Help Project - assisted in developing an eighteen acre outdoor conservation-recreation area in Rockland, offering a range of activities from a ten acre science classroom to a swimming area; presently attempting to obtain funds to continue the successful "Outlook" series.

ENGLISH (NDEA of 1958, Title III, P.L. 85-864) Help schools increase pupils' communicational skills and interest in literature; concerned with pre-service education of teachers, in-service programs, and review of curriculum.

Initiated and developed a status study questionnaire concerning English programs in the Commonwealth, now under review by Research and Development; assisted the ESEA Title III coordinator, serving as liaison with project proposals and evaluative proposals; cooperated with faculty members in English education at state colleges; planned formation of a Massachusetts Council of Teachers of English.

GEOGRAPHY (NDEA of 1958, Title III, P.L. 85-864) Concerned with the need to increase the number of qualified teachers of geography and developing sequential programs.

Pilot Urban Studies Workshop (ongoing project) planned and conducted for Greater Boston teachers to increase teaching of urban phenomena in traditional social studies courses.

GUIDANCE (NDEA of 1958, Title V-A, P.L. 85-864) Develop pupil-personnel services in the areas of counseling, testing, and placement.

"GATB" - conducted twenty-three two-day workshops in the administration of the General Aptitude Test Battery, affecting nearly one hundred fifty schools, colleges, and manpower training units (Massachusetts, the third state to offer such a program); organized a state committee now preparing a junior high counselor's handbook; brought together school counselors and members of the Massachusetts Council of Churches to promote greater cooperation between school and religious counselors; consultant to the New England Education Assessment Project; membership on planning committee of the New England Personnel and Guidance Association.

HEALTH AND SAFETY/PHYSICAL EDUCATION (State; ESEA Title V) Assist schools in organizing much needed programs for the development of the pupils' physical well being; assist in mobilization of resources for health and safety

education; to provide latest research on topics (sex education, drug education, etc.) related to personal health and safety; development of curriculum materials.

Tri-City Junior Olympics, New York - officiated in New York Olympics at request of the mayor of Boston; participated in the Hawaii and the Michigan physical fitness conferences; membership on the sub-committee of the Massachusetts School Health Council which produced the "Idea Kit" to aid smoking education programs.

HISTORY (NDEA of 1958, Title III, P.L. 85-864) Assist schools in developing a more meaningful range and sequence in instructional programs in history; improvement of teacher background.

Wrote special unit for NASA correlating space concepts with social studies; prepared international affairs instruction bibliography of resource materials; participated in organizing a Massachusetts Council for Teachers of Social Studies; conducted a regional workshop at Raynham Junior High School.

INDUSTRIAL ARTS (ESEA Title V) Aid teachers in attaining certification and acquiring means to professional improvement.

Consultant to legislators on certification standards; planning the first master's program with a major in industrial arts in the Commonwealth (to be offered at the University of Massachusetts).

MATHEMATICS (NDEA of 1958, Title III, P.L. 85-864) Help teachers keep abreast of the newer "discovery" methods of teaching mathematics.

Developed: 1. leadership workshops in elementary school mathematics; 2. mathematics department chairmen groups; 3. sound-film strips demonstrating the discovery method in teaching elementary mathematics.

MUSIC (State; ESEA Title V) Assist schools in developing well-balanced programs and in-service programs; conduct and participate in fine arts conferences; develop state curriculum committee in cooperation with the Massachusetts Music Educators Association.

Wrote multi-article series describing State Department of Education activities in diverse fields for the Burlington News (ongoing series); guest conductor, massed bands in the S.E. Massachusetts District Band Audition Festival; participant in the Tanglewood Symposium at Eastern Division Conference.

MODERN FOREIGN LANGUAGES (NDEA of 1958, Title III, P.L. 85-864) Assist schools in developing modern programs through school visits, conferences and workshops; emphasis on the use of new methods and instructional materials for the development of necessary oral-aural skills.

Completed a study on the validity of French vocabulary content in textbooks; surveyed needs of non-English speaking children; conducted research at M.I.T. in generatives and transformational linguistics and psycholinguistics; served as evaluater of MFL Institute proposals under NDEA Title XI at request of the United States Office of Education; panel member at the Northeast Conference on Foreign Language Teaching, Washington, D.C.

SCIENCE (NDEA of 1958, Title III, P.L. 85-864) Implement new programs of study; leadership by supervisors resulting in greater pupil participation in learning activities and laboratory-classroom work.

Coordination of NDEA Title III project evaluations; development of Aerospace Curriculum Guide in cooperation with NASA; organized eight area science department head groups and the state-wide Massachusetts Association of Science Supervisors, "MASS"; membership on the New England School Science Advisory Council.

READING (NDEA of 1958, Title III, P.L. 85-864) Demonstrate results of research and experimentation in methods and materials of reading instruction; assist local school districts in making organizational and curricular provisions for effective learning.

Membership in New England Assessment Project's Reading Committee; assisted in preparing survey instrument related to New England Reading programs; planned and coordinated a two-day conference on new techniques in reading for one hundred fifty teachers, supervisors, and administrators from fifty communities; department supervisor named President-Elect of the Massachusetts Bay Regional Council of the International Reading Association; consultant to Kindergarten Study Committee; gave demonstration lessons in grouping for reading and history, making use of modern audio-visual aides.

GENERALISTS (State) Consultants to elementary, junior high, and high school administrators for development of overall educational programs; coordination of Department of Education Surveys.

Coordination of ESEA of 1965, Title III, P.L. 89-10 funding evaluations and liaison with Washington, D. C. office; conducted four general Title III clinics, and worked with the USOE in operating the Framingham Clinic;

consultant at national level for revising the "Evaluative Criteria for Junior High Schools"; state and national coordination of Massachusetts Secondary School Principals Association; planned kindergarten guidelines conferences.

REGIONAL OFFICES (ESEA Title V) Extension of State Department of Education programs through the regional centers in Pittsfield and Worcester.

PITTSFIELD: Development of the first State Department of Education Regional Center; video-tape recorder project in English and Science workshops conducted to determine the effectiveness for use in teacher supervision and in-service training; developed tapes for public relations purposes shown on local TV (20 projects).

WORCESTER: Met with superintendents and school committees of small districts to develop the "regional concept" and criteria of quality education in terms of school size; presented lectures and demonstrations illustrating innovations to Worcester area administrators, supervisors, and teachers; supervisor of elementary education chaired Kindergarten Study Committee.

APPENDIX

Supervisory Staff Survey

*I. Average Percent of Time Spent by Supervisors in

Office Work:	48%
School Visits:	34%
Other Professional Meetings and Work, Outside of Office:	17%

*II. Average Number of

School Systems Visited:	64
Workshops, Conferences, Professional Meetings:	30
School Surveys and Evaluations for Accreditation:	2.6
Miles of Travel due to Department Related Work:	8,480-9,820**
Hours Spent Working on Department Related Activities in Excess of Regular Work Year:	140-180

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* These entries are based on reports by supervisors in a September 1967 survey. In most cases, accurate figures were given; in others, estimates were made. Therefore, these statistics can be accepted as reliable estimates.

** Total miles of travel by the supervisory staff is estimated to be over 300,000.

ANNUAL REPORT
BOARD OF LIBRARY COMMISSIONERS
YEAR ENDING JUNE 30, 1967

The Board of Library Commissioners look back on the fiscal year 1966-67 as one of considerable accomplishment. The year was highlighted by the formal establishment of the Eastern Region of the Statewide Regional Public Library System Program and the retaining of Arthur D. Little, Inc. to do a library planning study on inter-library cooperation.

As the state agency responsible for the disbursement of state and federal aid funds, it has been gratifying to funnel monetary and other assistance to the many public and school libraries of the Commonwealth. It has been equally satisfying to see this state and federal assistance translated into better facilities, richer resources, and better service programs at the local level.

In May of 1967 the Board of Library Commissioners met jointly with the Board of Education. We took this opportunity to present to them facts and figures relating to the urgent need for upgrading of the salaries of professional personnel in the Bureau of Library Extension. The state library extension agency is presently not in a competitive position to recruit well-qualified professional staff members. The staff must be augmented by additional specialists in public, school, college and institutional library service if the Bureau is to give proper attention and effort to its many, varied, and new responsibilities under the state and federal aid programs. We are very hopeful that the Board of Education will assist us in obtaining legislative support for salary upgradings.

We are most appreciative of the fine work done by all the personnel of the Bureau, both the professional and supporting staff. We realize that they have been asked to carry a heavy program with inadequate staffing. It would have been impossible to accomplish what has been done this year without their excellent cooperation.

ANNUAL REPORT
BUREAU OF LIBRARY EXTENSION
YEAR ENDING JUNE 30, 1967

The New Frontier and the Great Society eras have set tremendous goals for American education - goals which will exact new challenges for educators as well as for all the partners in the education process. Libraries are prime instruments of education; and librarians have a very important role to play on the education scene.

This state library extension agency is now facing its greatest opportunities and challenges. We must expand our fields of endeavor and responsibility at the very time that we face a most serious manpower shortage!

The "in" look is total library service. Types of libraries can no longer exist in isolation. Kinds of service, techniques, and equipment need to be re-evaluated to shape up properly the library of the future. Public libraries, school libraries, academic libraries, special and research libraries must begin immediately to communicate, to plan together, to share resources for the benefit of children, old folks, scholars, the disadvantaged, the handicapped and just the plain ordinary recreational reading public from all classes of society. The state library extension agency, because of its uniquely objective viewpoint and its tie-in with state government through which state and federal aid funds channel, is the pulse and the heart of today and tomorrow's library service!

RETROSPECTION

This section of the report takes a look backward at the highlights and significant accomplishments in the Bureau's activities and program for the 1967 fiscal year.

Book and Reference Services

Two issues of the Selected Acquisitions List and two issues of a Selected List of Recent Acquisitions in the Educational Field were compiled and distributed to public and school libraries and supervisory personnel in the Department.

The collection of curriculum guides and courses of study was updated with many new issues added from other states and from cities and towns within the Commonwealth.

An attractive eight-page brochure on the Bureau's services was prepared and published in a form and size for easy mailing in a regular long white business envelope.

One of the three bookmobiles operated out of the Western Regional Public Library System was exhibited in September 1966 at the Eastern States Exposition for a four-day period. Over 1500 people boarded the vehicle and picked up an attractive flyer descriptive of the library services offered by the state-aided regional system.

The adult collection is being built up with special emphasis on library science, education, and related fields. We are publicizing the availability of the book materials and urging their greater use by state institutions and department supervisory personnel.

Members of the Bureau Staff have assisted in the development of the Department Library on the 11th floor of 182 Tremont Street. Miss McCarthy, Supervisor of Technical Processing, evaluated collections in the Commissioner's and Bureau Directors' offices; and classified and cataloged those materials appropriate to transfer to the new location. Mrs. Betty Flynn, Senior Supervisor of Public Library Development, served as adviser to Mr. Chandler, Associate Commissioner for Administration and Personnel, on library furniture, shelving and equipment for the education building.

Library Services and Construction Act - P.L. 89-511

TITLE I - PUBLIC LIBRARY SERVICES

Funds were expended in three main areas: (1) to strengthen the Bureau; (2) to supplement the funding of the state aided regional public library systems; and (3) to centralize and coordinate statewide interlibrary lending activities at the Boston Public Library.

TITLE II - PUBLIC LIBRARY BUILDING CONSTRUCTION

Thirty-four municipal friends have been brought closer to the Bureau because of federal grants for public library construction amounting to over 2 3/4 million dollars. This has been the only grand-scale funding program for public libraries since the beneficence of Andrew Carnegie. Bricks and mortar and imposing edifices with yards of glass walls and inviting spacious light and airy rooms are the tangible evidences of the program. However these bigger and better surroundings have sparked the improvement of book collections and their use, have generated the sprucing up and developing of better service programs for children and adults, and have fostered a greater interest in improved local funding of a good public library service program.

TITLE III - INTER-LIBRARY COOPERATION
TITLE IVA - STATE INSTITUTIONAL LIBRARY SERVICE
TITLE IVB - LIBRARY SERVICE TO THE PHYSICALLY HANDICAPPED

A limited amount of money was allotted for fiscal 1967 to each state to be expended for planning purposes only. This agency used the federal funds to retain Arthur D. Little, Inc. to do an evaluation and planning study of (1) library services offered by institutions operated or substantially supported by the state; (2) services performed by public and private agencies for the physically handicapped; and (3) levels of cooperation which exist, or could exist, among libraries of all types. The Planning Study to be completed and released in the fall of 1967 will provide us with a good blueprint for future action in all three directions.

Elementary and Secondary Education Act - Title II - School Library Resources

Federal aid grants totalling $2,386,651 were made available to 1840 public schools and for the students and teachers in 649 private schools. The program participation percentage record of 87% of the private schools and 96% of the public schools is an impressive one.

In addition to the regular basic and relative need grants, six local school systems were awarded Demonstration Center Grants for development of outstanding school library resource programs. The centers vary both in school population and in geographic area. One of the six focuses attention on media for a professional education library.

Using administrative funds available, satellite collections of books and related materials on school libraries - their organization, management and use - have been acquired and will be placed on permanent loan in the four regional offices of the Department of Education for greater accessibility to local school administrators and librarians.

The first complete School Library Resources Questionnaire was devised with the assistance of the Division of Research and Development. This provides us with data and statistics necessary and important to a thorough assessment of the school library situation throughout the state.

A statewide directory of school library personnel was updated and organized into a new and more functional format.

Staff vacancies made it impossible to make many needed and requested advisory visits and to carry out an extensive in-service training program which is a vital part of the State Plan.

State Aid to Local Public Libraries

The present state aid law makes a two-pronged approach to the matter of state financial participation in the improvement of local public libraries.

Under the direct grant to local municipalities meeting minimum standards of public library service 303 of the 339 eligible public library systems are participating in the program which has appreciably improved personnel standards, increased local hours of service, and resulted in a larger percent of the total library budget being allotted for books and related materials.

During the past year, the statewide coverage via Regional Public Library Systems was completed with the Board signing contracts with the Boston Public Library as the Central Library of the Eastern Region and with the libraries in Andover, Falmouth, Lowell, New Bedford, Quincy, Taunton, and Wellesley to serve as sub-regional library centers.

Legislation

The improvement of personnel standards for public libraries was enhanced by the defeat of House 652 (later H4376) a bill filed in the 1967 session of the General Court which would have exempted all public libraries serving a population of 10,000 - 24,999 from meeting the standards set by the Board for a state aid grant. The Board was assisted in defeating the legislation by the Massachusetts Library Association and the Massachusetts Library Trustees Association.

GOALS AHEAD

In attempting to project orderly responses to the library program of the Department for the next five to ten years, it is important to guage somewhat the extent to which the principal components of social, political, and educational change will affect libraries and library development. We must insure that they do in fact have a strong effect upon libraries and libraries upon them!

Public library service will be affected by the middle class migration to suburbs coupled with the largely poor non-white migration to urban centers.

Libraries of all types will feel the results of massively supported research which has resulted in a tremendous increase in the quantity of recorded knowledge. Chaos will result without the development of systems, and automated retrieval.

School and college libraries - as well as public libraries must meet head on the greater emphasis on independent reading and study.

The Bureau must engage in joint planning across the board and in the development of regional library systems representative of all types of libraries. To do this will require improved state financing directed toward cooperative efforts.

If we are to bring library service into its proper focus in the education picture, Massachusetts and the Bureau need:

1. Substantially increased state aid for public libraries.

2. Establishment of a state aid program for libraries in public schools.

3. Better intra-bureau communication or in-service orientation at the supervisory level to assure a general understanding of the department's state-level library program as well as its attitude toward local public and school library services.

4. The opportunity to explore the idea of a State Library Service Center using electronic data processing equipment and a computerized union catalog to handle centralized ordering, cataloging and processing and inter-library loan for the school and public libraries of the state.

5. Creation of a Department library network encompassing the 182 Tremont Street library and the libraries being developed at the Regional Department Offices. It would seem appropriate that these libraries operate as ancillary units of the Bureau. This arrangement might well result in savings through centralized purchasing and processing of library materials. Also, the personnel manning these libraries would have the benefit of continuous in-service training and guidance from the Bureau's professional staff.

6. The development of a full partnership with metropolitan area libraries to include their increased participation in federal fund programs and a better evaluation and interpretation of metropolitan scene library experiments and programs.

7. The addition to the Bureau staff of specialists in the area of public, school, institution and college library service.

PROBLEMS - BARRIERS TO PROGRESS

1. Inadequate financing stateside. Consideration must be given to appropriation of additional state funds to staff and operate this agency. There is at present too heavy a reliance on funds from Uncle Sam. In 1960 we undertook the administration of a state aid for public libraries program calling for the expenditure of about 2 1/2 million dollars without the addition of one professional position. Present professional staffing from state funds consists of a Director at 20P, an Assistant Director at 17P and a Supervisor of School Libraries at 14P - for a state agency handling a program which expends over 7 1/2 million dollars in state and federal funds via a service and regulatory program that reaches approximately 400 public libraries and 3,000 school libraries.

2. Inability to recruit properly qualified professional personnel. The present classification grades and accompanying salary ranges are so low that we cannot compete in the local, regional or national markets. The low salaries coupled with the fact that the working or so-called fringe benefits of state employment do not measure up to what is offered professional library personnel in political subdivisions make it impossible to attract top notch personnel from the local level.

3. Manpower shortage of supporting personnel particularly those classified under civil service. We have only nine positions classified under civil service of a total staff of 58. However, during the last two or three years, we have had a consistent record of 50% to 66 2/3% of these nine positions vacant at all times! The few rosters of candidates which do come through fail to turn up persons interested in employment.

4. The difficulty in coordinating federal aid programs with on-going state financed programs because congressional authorization of federal aid programs and/or their funding is so often voted when a quarter or even half of the fiscal year is over. This is a technical difficulty which affects all programs but most seriously the planning and implementation of federal aid programs requiring state matching funds.

FISCAL 1967
STATISTICAL SUMMARY

Appropriations and Allotments

State appropriation for Bureau operation	$ 194,560
State Aid for Direct Grants to cities and towns	715,000
State Aid for Regional Public Library Systems	1,270,000
State Funds Sub-Total	$2,179,560
Federal Fund Allotment for LSCA - Title I	$ 940,815
Federal Fund Allotment for LSCA - Title II	1,092,375
Federal Fund Allotment for LSCA - Title III, IVA and B	18,885
Federal Fund Allotment for ESEA - Title II	2,666,346
Federal Funds Sub-Total	$4,718,421
Grand total State and Federal Funds	$6,897,981

Staff (FTE Positions)

Budgeted Positions

Professional 25 Sub-Professional and Clerical 33 Total 58

Vacancies as of June 30, 1967

Professional 6 Sub-Professional and Clerical 6 Total 12

Certification and Placement Activities

Professional certifications by examination	79
Professional certifications by library school degree	41
Sub-Professional certifications	184
Certifications replaced	3
Librarians registered for placement referral	102
Libraries using placement referral service	65
Positions listed with placement referral service	105

Publications

Publications	Number of Issues
77th Annual Report of Board of Library Commissioners	1
Bureau Newsletter	12
Children's Beacon	6
Trail Talk (North Reading Office)	6
Selected Accessions List	2
Miscellaneous Group	58

ANNUAL REPORT

Bureau of Special Education

Year Ending June 30, 1967

Mentally Retarded Children

Since the establishment of the Bureau of Special Education in 1954, public school programs for children retarded in mental development have continued to grow, as indicated by the following statistical data:

Year	Number of Classes	Number of Pupils
1966-1967	1061	14,136
1965-1966	1020	13,562
1964-1965	962	12,763
1963-1964	842	11,768
1962-1963	810	11,333
1961-1962	773	11,112
1960-1961	756	10,766
1959-1960	719	10,002
1958-1959	675	9,716
1957-1958	635	8,804
1956-1957	590	8,393
1955-1956	515	6,670
1954-1955	436	5,918

This year marked the retirement of Dr. Philip G. Cashman, Assistant Commissioner of Education, who had supervised and directed State programs for handicapped children since 1936. An indication of the scope of the leadership provided by the Bureau's first director is seen in the expansion of the services provided over the years. In 1954, there were state supervisors of handicapped pupils in only two areas, namely, mentally retarded children and blind/partially-seeing children. Today, the Bureau's table of organization provides for seven supervisors of mentally retarded children and two supervisors of blind/partially-seeing children, as well as supervisors of deaf children, physically handicapped children, speech and hearing handicapped children, and emotionally disturbed children.

In conjunction with the Bureau's Thirteenth Annual Special Education Conference, a testimonial luncheon for the retiring director was sponsored by the Boston School for the Deaf, at which the guest of honor was the recipient of citations, memorials, and commemorative awards from several educational organizations, professional societies, and parent groups, culminating in his reception of the Commonwealth's "Thirty Year Pin", honoring a generation of dedicated service to the handicapped children of Massachusetts.

The Bureau's Thirteenth Annual Special Education Conference was held on Friday, May 19, 1967, at John Hancock Hall, Dorothy Quincy Suite, 180 Berkeley Street, Boston, before over 1500 special class teachers, school psychologists, principals, school superintendents, members of school committees, school nurses, and others concerned with handicapped children, under the general chairmanship of Mr. William A. Philbrick, Jr., our new director. Chairman of the morning session was Mr. William F. Frary, Supervisor of Guidance, Placement, and Follow-Up of Mentally Retarded Children. The initial presentation was a stimulating and informative panel discussion concerning "Methods and Materials to aid the Multiply Handicapped Child." Members of the panel included Maureen Cove, Teacher, Emotionally Disturbed Children, Gage Street School, Worcester; John R. Doyle, Teacher, Special Class, Dorman School, Worcester; Beatrice McHale, Teacher, Multiply Handicapped Children, Furnace Brook School, Quincy; and Helen Wirmit, Teacher, Special Class, Page School, Bedford.

The next part of the program, "Coordinating Physical Education in the Quincy Special Classes", was a lively demonstration of the kind of physical education we hope to see emulated in every Massachusetts school system. Before the demonstration itself, there was an enthusiastic discussion of the goals and methods of physical education for children retarded in mental

Participating in the demonstration were trainable multiply-handicapped pupils, with Helen Pilalas, physical education teacher, and Martha Firth, special education teacher; elementary educable pupils, with Patricia Tate, physical education teacher, and Diane Abraham, special education teacher; secondary educable students, with Gerald Ridge, special education teacher, and Linda Schuhwerk, physical education teacher.

Capping the conference was a provocative message "Perceptual Handicaps: A Continuum of Problems", by Mr. William A. Philbrick, Jr., Director, Bureau of Special Education, bringing to the attention of those concerned with the education of exceptional children generally the specifics of new approaches to some long-neglected learning problems which touch all areas of exceptionality.

Throughout the post-conference discussions, the most insistent questions revealed the need for more programs, in and out of the classroom, for older retardates. Perhaps the greatest problem facing school systems at the moment is the implementation of Chapter 72 of the Acts of 1966: "The school committee of every town and the district committee of every regional school district shall establish occupational training programs for mentally retarded children eighteen years of age or under, and may establish such programs for mentally retarded children over eighteen years of age." Work is progressing on the guide-lines for establishing such occupational training programs, inasmuch as this legislation does not distinguish between educable retarded pupils, who will one day take their places in the workaday world, and trainable children, who will, for the most part, never be able to function independently. The question immediately arises: "Does this legislation mandate sheltered workshops in the public schools?" For the educable retarded pupils, usually those with I. Q's of 70 and above, there are already many senior high school special classes of the work-study type.

The great need is for vocational - occupational training programs for those educable retarded children with I. Q.'s from 50 to 70. Recent conferences have led to an effective coordination relationship between the Bureau of Special Education and the Massachusetts Rehabilitation Commission, to provide on an organized and systematic basis appropriate and necessary vocational rehabilitation services. Personnel-wise, this could be accomplished by having a vocational rehabilitation counselor assigned to the individual school program and a vocational adjustment counselor employed by the public school system with qualifications as agreed upon by the Bureau of Special Education and the Massachusetts Rehabilitation Commission.

Mention of our senior high special classes points up, too, the need for an up-to-date curriculum guide. Curriculum revision should be, as far as practicable, continuing process, i.e., revised at least whenever reprinted. Innumerable low-difficulty, high-interest materials have been published over the years since the Curriculum Guide was issued. Since there is a great need for material at the senior high special class level, it is hoped that a cooperative arrangement can be worked out with one of the colleges, public or private, toward this end.

The regulations pursuant to Chapter 71, Section 46, of the General Laws are also in need of considerable revision. Areas for which requests-to-revise continue to come to the Bureau include:

A. Senior High Special Classes - wider I. Q. range. More classes could be established if selected non-achievers with I.Q.'s about 79 were to be approved.

B. Elementary Educable Classes - limit maximum to 12-15. Present maximum of 18 is non-realistic, a throw-back to the days when there were 42 (six bolted down desks and chairs in a row, with seven rows) in a regular class. Definite limits of C. A., M. A.

and I. Q. ranges should be established. Packing classes with 18 pupils of wide C. A., M. A. and I. Q. range-variance defeats the very purpose of Special Education. In short, while we continue growth of Special Classes, the emphasis should not shift from qualitative to quantitative development.

C. Provision should be made for the addition and/or substitution of certain courses e. g., speech therapy, since many retardates have speech problems, or emotional disorders, since many retardates are emotionally handicapped. Perhaps, too, the certification requirements for Trainable Class teachers should differ from those for Educable Class teachers. The difference between an educable retarded pupil and a trainable retarded pupil is vastly greater than the difference between an educable retarded pupil and a "normal" child.

In the future, too, it is hoped that there will be an increase in the number of colleges and universities providing training for teachers of mentally retarded children. Although Massachusetts leads the nation in providing educational and recreational services for mentally retarded children, we have fewer colleges and universities providing complete teacher training programs than, for example, California, New York, Pennsylvania, Texas, and several less populous states.

We need to publish more informational materials concerning the education of handicapped children, both of a general nature, such as Newsletters and a Superintendent's Handbook, and brochures like "The Education of Handicapped Children in New Jersey: 1954-1964", as well as those of a specific nature, such as "Programs for the Educable Mentally Retarded in California Public Schools", or "Handbook on Work Experience Education," also published by the California State Department of Education. It is realized, of course, that the writing and editing of such publications

necessitates additional personnel. Additional supervisors are needed also, in several other areas, such as that of the multiply-handicapped child who, because of gross deficiencies in areas other than his mental deficiency, requires special education as well as medical attention and therapy in all of them. There is great need, too, of a supervisor in the area of recreation. At the present time, pursuant to General Laws, Chapter 69, Section 29D, the supervisors of mentally retarded children are serving as recreation authorities in a field in which they have little expertise. A person professionally trained and oriented in recreation should be appointed as a Supervisor of Recreation Programs in the Bureau, in view of the fact that these recreation programs, summer and winter, including Saturday morning programs, are expanding.

BLIND AND PARTIALLY-SEEING CHILDREN

During the school year 1966-1967, 191 blind children from Massachusetts were enrolled at Perkins School for the Blind in Watertown, Massachusetts. Three Massachusetts children attended the Oak Hill School of the Connecticut Institute for the Blind in Hartford, Connecticut. Two Massachusetts children who are mentally retarded-blind attended Royer-Greaves School for Blind, Paoli, Pennsylvania. Two mentally retarded-blind children attended Pollock School, Brookline, Massachusetts, and two were enrolled at Crotched Mountain Rehabilitation Center, Greenfield, New Hampshire.

There were 71 blind children (braille students) and 600 partially-seeing children enrolled in public schools. Resource programs for blind children continued in Boston and in Medford. In 9 cities and towns, 21 resource or cooperative classes for partially-seeing children were conducted with increasing emphasis on integration with regular classes. In keeping with the national trend and with educational needs in smaller communities, itinerant teacher programs for visually handicapped children in Massachusetts have increased to 9 programs, serving 21 cities and towns. Such programs enable blind as well as partially-seeing pupils to remain in their neighborhood schools with the services of a specially trained itinerant teacher who may cover several towns. New itinerant teacher programs in 1966-1967 were conducted in Lexington, Arlington, Cambridge, Boston, Braintree, Weymouth, and Quincy. Two new positions for itinerant teachers in the central and western parts of our state remained unfilled because of the unavailability of specially trained teachers. An itinerant teacher program was organized and approved to become effective in Framingham and Natick in September, 1967.

While the itinerant teacher pattern would appear to be the best answer to the needs of many visually handicapped children in communities yet un-

served by special teachers, existing itinerant teacher programs have evidenced serious difficulties in organization and service under present legislation. Indeed the expansion of educational programs for the visually handicapped in Massachusetts may be greatly impeded unless such difficulties can be overcome through legislative changes. As indicated above, in 1966-1967, two new positions for itinerant teachers of the visually handicapped remained unfilled because of the unavailability of teachers. An itinerant teacher, under present legislation, must be employed as a "part-time teacher" by each of the towns he serves, thus forfeiting tenure and insurance benefits and receiving his salary in multiple checks. Recruitment of such teachers has been obviously and seriously jeopardized in Massachusetts since other states offer positions without the penalties described. It is hoped that a legislative bill will be passed to enable the Massachusetts Department of Education to provide teachers for itinerant programs developed by the Bureau of Special Education, Thus, the emphasis would be on children to be serviced rather than on towns serviced. Although, as has happened during this past year, a town with just one or two visually handicapped children might be unable or unwilling to initiate and finance a program, it would be able to accept state provided services which its children might need badly. Indeed, the flexibility of itinerant programs with teachers provided by the state would assure services to those who need them most and would eliminate cumbersome organizational and reimbursement arrangements.

In 1966-1967, the Bureau of Special Education, through the peripatology program of the Catholic Guild for all the Blind, continued to provide sensory and mobility training for blind pupils throughout the Commonwealth. The use of mobility progress reports proved the effectiveness of this program.

Through its library for the visually handicapped, the Bureau of Special

Education provided and distributed over 3200 required braille, large type, and recorded texts, used by blind and partially-seeing students in public schools. Tangible apparatus was also provided, including tape recorders, braille paper, bold-line paper, maps, and mathematical devices.

The need for additional library staff is acute. It has been impossible for one Senior Library Assistant alone to cover effectively the minimum essential duties involved in securing, cataloging, maintaining, and distributing thousands of braille and large type texts (24,000 volumes). Voluminous correspondence throughout the nation is also essential in locating, borrowing, and purchasing books. The Supervisor and Assistant Supervisor of Blind and Partially-Seeing Children have found it continually necessary to sacrifice many of their primary supervisory duties in favor of intensive library and clerical work. The programs for the visually handicapped are greatly dependent upon proper texts and materials, without which blind and partially-seeing students may be severely or irremediably set back. The Bureau of Special Education urgently needs additional library staff, including a Library Reference Assistant and two Junior Library Assistants.

The Supervisor of Blind and Partially-Seeing Children was elected to serve on the Publications Committee of the American Printing House for the Blind, Louisville, Kentucky. This committee plays a key role in recommending and selecting future braille and large type publications.

In connection with programs for mentally-retarded blind children, the Supervisor of Blind and Partially-Seeing Children traveled to the Royer-Greaves School for Blind in Paoli, Pennsylvania, and to the Crotched Mountain Rehabilitation Center, Greenfield, New Hampshire. Two Massachusetts pupils were enrolled at each of the schools. There is a great need for more facilities in Massachusetts for multiple handicapped children.

After a year of intensive study and conferences, teacher certification requirements for teachers of the blind and for teachers of the partially-seeing were drawn up and submitted for approval to the Bureau of Teacher Certification.

Concentrated efforts in the future will follow several aims. Regulations for programs for the visually handicapped must be drawn up. New programs (particularly itinerant programs in the western part of the state) will be promoted and appropriate legislation urged. Increasing integration of programs with regular classes will be encouraged. Organization of a comprehensive library system is to be undertaken in proportion to library staff increase. Promotion and cooperation in setting up teacher training programs (including public school emphasis) in local colleges, as well as recruitment of teachers, will be given much attention. Exploration of possible facilities for multiple handicapped children will continue and continued public relations and information function will be stressed, to the end that the citizenry of the Commonwealth will learn the severity of the problem of visual handicaps and the high standards of the diversified programs offered by the Department of Education.

Data has been gathered throughout Massachusetts and in other states concerning pre-school children who are visually handicapped as the result of maternal rubella. Many such children have multiple handicaps and providing adequate facilities constitutes the primary challenge facing state and local authorities concerned with visual handicaps.

DEAF CHILDREN

During the past year, three new day classes for the deaf have opened and more will be opened in the near future. The public schools are indicating their interest and cooperation in organizing such classes. Haverhill, New Bedford, and Reading have new day classes and pilot programs in Greenfield and Springfield for pre-school deaf children began this summer and are continuing through the next school year.

Bills have been introduced to the legislature which if passed will greatly aid the growth and development of educational programs for the deaf. One bill would establish classes for Hard of Hearing Children in the public schools. This group of children are not properly placed in schools for the deaf and require more therapy than they can obtain in a regular public school. Another bill would prepay communities for programs for the hearing impaired which will encourage towns and cities to move faster in setting up classes. A third bill would provide for an investigation and study of the hearing impaired by the Advisory Council on Education.

The Horace Mann School for the Deaf, the only large day school in the state has embarked on a new project which will cover the educational spectrum from preschool through high school and will involve relocation in a new complex with a regular elementary and high school for maximum integration throughout the program.

The Clarke School has accomplished an extensive curriculum revision in Reading, Mathematics, and Social Studies and also conducted a federally sponsored teacher training institute during the summer.

The Boston School for the Deaf devoted its federal funds to a restructuring of the program on an ungraded basis and to curriculum enrichment and materials development.

A new focus and highly concentrated attention has been given to the

educational programs for deaf children, as a result of the Rubella Epidemic which hit the east and west coasts of the country between 1963 and 1965. There exists a sizeable amount of dissatisfaction among educators, parent groups and legislators because the total process from legislation to actual programs takes so long. One important area is the establishment of classes for pre-school deaf children, whose numbers have increased because of the rubella epidemic. The number of children requiring instruction is estimated by the Department of Public Health as 1200-1500 with modal age of three years. With the present acute shortage of trained teachers of the deaf, the Department has arranged short-term training programs in the four schools for the deaf for nursery school teachers, primary school teachers, and speech and hearing therapists who are interested in teaching the deaf. However, the logistics of the problem will require three senior supervisors of the deaf, three teacher-counselors, and two accountants, inasmuch as the pending legislation will mandate pre-school classes for deaf children and hard of hearing children, as well as mandating special instruction periods for those hard of hearing children who can benefit therefrom. Without the additional staff the Bureau of Special Education will be totally unable to cope with the wide range of problems presented by these children.

Another area which causes deep concern is a secondary education program. Students complete their work in school for the deaf at the eighth or ninth grade level. Those children who have the ability to continue in a hearing high school, do so. Others who do not wish to meet the challenge of the hearing high school or feel insecure in large classes and require continued special help have no secondary program in the state which they may attend. A few deaf students have requested high school placement in high schools for the deaf and are attending such schools in Vermont and New York.

Established schools for the deaf are operating at maximum capacity and acceptance therein is impossible for students who have completed a Day Class program. There is a definite need for two state day -- residential schools for the deaf, one to be located in the western part of the state and the other in the central or the eastern part of the state. These two schools would provide education for Massachusetts students within the state and special units for the multiple handicapped deaf could be established. Also contained within these schools could be a unit for those children who need finger spelling, for which there is no provision in the state at the present time.

Among the urgent tasks facing the Bureau at this time are (1) the creation of a correspondence course including sensory training materials for parents of very young deaf children; (2) frequent supervisory and training visits to new teachers of young deaf children; (3) frequent visits to parent groups to provide facts and landmarks in the growth of deaf children so as to ease anxieties and create beneficial home conditions; (4) the publications of pamphlets and brochures for wide dissemination regarding provisions for assistance to deaf children.

Within the next five years it is the hope of the Bureau of Special Education to render maximal programs and service to deaf children by being able to offer the following:

1. A complete diagnostic evaluation every child being considered for placement in programs for deaf children.

2. Publications or brochures of all schools and facilities, policies of admissions and pertinent information for state and national distribution.

3. Expansion of existing facilities for an exploding population of future deaf children. The schools are filled to capacity now which requires placement for many outside of the Commonwealth in approved schools for the deaf.

4. Increased vocational opportunities, business and technical programs for the deaf.
5. Standardized Testing Programs throughout the State.
6. In-service programs for teachers of the deaf.

PHYSICALLY HANDICAPPED CHILDREN

The new approach in the education of the physically handicapped child is to think of him not as a physically handicapped child but as a child with a physical handicap. He is also a child with problems. Many of his problems have been super-imposed upon him as a result of his condition. Society and the family have helped create some of these problems and therefore we must work to help solve them.

The educational process ideally takes place in a public school setting. In this setting there should be space and provisions for education, for the necessary therapies and for psychological services, so that the child is the recipient of the result of many people working for him as a team.

This new approach calls attention to broader needs and to the importance of a total educational process, placing it on its proper perspective - not, however, overlooking the value of the medical and therapeutic aspect. All good programs are based upon the needs of the individuals they serve - and the goals are for the same as for "normal" children, i.e. to help each child develop his physical, mental, emotional, social, and vocational, potential to the fullest.

There are twenty-four special classes for physically handicapped children throughout the state and each class provides for these children as individuals. Progress is measured in terms of the individual child.

It has been very gratifying this year to have several children move out of the special class and take their place in a regular grade because they have been given a good academic foundation and a sense of security in living with and adjusting to their handicap.

Home instruction is mandatory for each child and here also the attitude is changing. The child is not considered a "sick" child, but one who because of a physical disability, cannot attend school. So the school is

brought to him. Again, not overlooking the medical aspect, the home instructor is responsible for making his educational program as broad as she can, by providing him with experiences which make learning easier and more meaningful. It is the teacher's job to bring as much actual school to the child as he can accept. Included in this is the home-to-school telephone, special visual aid material, and other equipment which aids in the learning process.

The matter of teenage mothers receiving education is one of great concern to us and also to the local communities. This supervisor has met with persons from other agencies, i.e. Division of Child Guardianship, United Community Services, and school administrators, and found that there is need for concern and for programs which will allow these girls to finish their education. Individual instruction is available to them and some cities have set up special classes for these girls to attend. On a doctor's statement that they are "physically unable to attend school" for a certain period, submitted on the usual report, each girl's case is judged on an individual basis and, in almost every case, approved. This supervisor has served on several committees to help meet the educational needs of unwed mothers, and was pleased to be an honorary guest at the graduation of one group of high school girls.

Close contact is kept with the only residential school that we have for physically handicapped children. Through combined efforts several children have been accepted at the Massachusetts Hospital School at Canton where their needs can best be met. This same rapport is maintained with the Lakeville Hospital. The Supervisor of Physically Handicapped Children had the pleasure of being graduation speaker at Lakeville, where one boy received his high school diploma and three other children received eighth

grade diplomas, having completed the necessary requirements while hospitalized.

Emphasis is placed on hospital instruction. It has been proven that one of the most successful approaches to alleviating fears and setting the stage for acceptance of his circumstance occurs when the child realizes he will receive school instruction while in the hospital. School becomes a kind of therapy that affects the mental social, and emotional processes, as well as the physical reaction. When the child is discharged he is in a better position to take his place among his peers.

There is an acute need for more clerical help to be assigned to this specific area, and for an assistant to work with the supervisor. As stated before, more than education is involved, and in covering the whole state it is impossible for one person to give the necessary time to all cases. Very often time is spent not only with the school, but with the parents, social workers, doctors, and others.

Often the state is asked to aid in financing the training, treatment, and support of children with certain physical handicaps in a private day or residential situation. At the present time we do not have the statutory basis for doing so - although the Special Commission on Needs of Handicapped Children has presented an amendment to our basic law which, if accepted, would allow us to do this. It would give a tremendous lift to our program if this could be accomplished. We still have too many children not being placed in the proper setting. "One child is one too many."

In looking to the future, the Bureau would be happy to see another State residential school established for physically handicapped children. The present Massachusetts Hospital School cannot provide for the number of children needing this type of facility.

Another approach to the same goal would be to structure special classes for physically handicapped children on a regional basis. Associated with a school building, these programs would be set up for the more involved child, where he could spend the day receiving services in all the areas needed, and yet remain under the school's control.

Although we do have some classes of this type, sometimes the divided authority, i.e., the school supervising the education, and a private organization supervising the therapies, can present a problem for which the child is not responsible and which interferes with maximum progress.

A sub-committee of three, from within the Bureau, is in the process of revising the present regulations concerning the annual census and the instruction of physically handicapped children. Included in the proposed revision is an increase in the minimum number of hours of home instruction, additional teacher qualifications - and a complete re-consideration of all categories of disabilities.

SPEECH AND HEARING HANDICAPPED CHILDREN

1965-1966	1966-1967
300 Speech & Hearing Specialists in	310 Specialists in
180 Communities, treating	195 Communities, treating
28,500 Speech Handicapped	30,000 Speech Handicapped
1,500 Hearing Handicapped Children	1,600 Hearing Handicapped Children

The figures listed above indicate growth in all areas of this field: therapists, children and communities served.

This supervisor spent most of his time last year visiting school administrators, therapists and children in therapy and in supervising programs. Time was also spent in recruiting teachers in colleges and universities, helping the seniors to see the advantages of public school work as compared with private clerical work.

While the outlook is optomistic, some problems are ever-present. Because of the lack of Bureau clerical personnel much time has to be spent in the office on detail work, statistical summaries, and routine paper work. If two more supervisors of speech and hearing were to be added, each program could be adequately covered annually. At present it takes two years to visit each program in the state and the numbers are growing. Biennial visits are totally inadequate in the face of the manifold problems presented and the rapidly changing professional picture of speech and hearing philosophy and practice.

Perhaps the greatest need, not met to date, is that of recruiting Speech and Hearing Therapists from the high school level. When one considers that the "average" Speech and Hearing Therapist is a twenty-three year old female who tends to leave her job because of marriage, maternity or moving, we see the tremendous need to recruit constantly. With additional supervisors the caseload and territory could be divided with more

and better service being offered to each community.

This past year the Bureau of Special Education conducted an Institute on Language in conjunction with the Wellesley Public Schools. Although this was highly successful, with over three hundred interested persons in attendance there was no financial assistance available from the Department of Education. This next year an Institute on Articulation will be held in the Natick Public Schools in September and an Institute on Stuttering in April in the Lexington Public Schools. Perhaps in future Institutes, state or federal funds might be used, especially with week long or summer institutes so that honoraria could be paid to speakers and travel allowance to participants.

Some of the long range needs for this area are:

Pre-school speech and hearing evaluations
Pre-school speech and hearing therapy
Public school classes for hard of hearing
Mandatory reduced caseloads for therapists from the
present one hundred to seventy-five per year.
Financial resources for producing Speech and Hearing
motion pictures of therapy in Massachusetts.

If our Department and Bureau is to continue leadership in speech and hearing we must structure an advisory panel of knowledgeable persons, geographically distributed, to report the "feelings and opinions" of grass-root therapists.

The attached survey, carried out by the Bureau this year, is the first of several planned to provide a more intimate knowledge of the members of our profession.

EMOTIONALLY DISTURBED CHILDREN

The Commonwealth of Massachusetts continues to maintain a position of pre-eminence in per capita expenditures for providing our emotionally involved children with optimal educational advantages. The total budget for this program has risen from 33,000 for fiscal year 1962 to 6,590,000 for fiscal 1967. This increase in budget has been necessitated by a considerable increase in private day school and residential placements of emotionally disturbed school-age children. In the year ending July 1, 1962, the year this program was initiated, there were 10 children in private day school placements, compared to 424 children on July 1, 1967. With regard to residential placements, the numbers of children so enrolled increased from 6 on July 1, 1962 to 729 on July 1, 1967.

Our Great and General Court has shown its sincere and genuine concern for our emotionally handicapped children by allocating several millions of dollars to this program since its inception just five years ago. Our legislative leaders should certainly be proud in the knowledge that they have accomplished more than any legislative body in the nation by their appropriation of this large sum of public monies to buy the best educational and therapeutic services obtainable for the emotionally disturbed child.

The very scope of the program, however, contributed to a serious, almost overwhelming, problem. This is in the area of personnel to administer the program. Although we speak of a million dollar program, we find that the critical problem of its daily operation has been delegated to one individual supervisor, assisted by a clerical person with a job classification of junior clerk. The very complex nature of the problem, involving the school, the family, community agencies and clinics, has created a situation where the sole supervisor could remain on the 'phone throughout the day

and still leave 75% of 'phone calls unanswered. The obvious necessity of a comprehensive educational and psychiatric evaluation to establish eligibility under the regulations established for this program has required the completion of certain data by the parent, school, and psychiatrist on forms provided by the Bureau of Special Education. Each case of an emotionally disturbed child involves three forms totalling fifteen pages which must be evaluated by the supervisor before eligibility can be established and further involves multiple letters and telephone calls to clarify problems. The impossibility of one professional staff person to encompass this broad and highly detailed program has caused the unavoidable situation of more than three hundred applications for the placement of emotionally disturbed children being held in abeyance because of complete inability to find time to process the applications.

Beyond the human consideration of an emotionally disturbed child desperately in need of immediate help being shunted aside because of lack of personnel to process his case, we have the additional factor of inadequate policing of the private facilities to which these children have been referred. We have been fortunate in that, to date, there appears to be no serious infraction of regulations or curtailment of needed psycho-educational therapies within these private settings. In the past year, the pressures of work have confined the solo supervisor to the extent that he has been able to visit only 6 of the 39 private institutions wherein emotionally disturbed children have been placed. Proper supervision should require at least semi-annual visits to each private day and residential facility.

Another increasingly severe problem has developed as the program finishes its fifth year of operation. This concerns a number of children with the diagnosis of childhood schizophrenia, or with the more commonly

used term of autistic reaction. The term autistic child describes the child whose emotional development has gone only as far as the first four months of life. The best prognostic indicator in these cases is the development or lack of development of meaningful speech and language. If meaningful speech can be developed, then at least 50% of such children will have developed enough socialization so that institutionalization can be averted. On the other hand, studies indicate that with children who do not develop meaningful speech only one out of 25 will develop enough socialization to avert long-term institutionalization. We have reached a definite impasse with the autistic children who have been in therapeutic residential placements under this program for a period of three years and are still functioning somewhat above the emotional level of an infant. This presents a situation where several cases of younger autistic children are not even allowed a limited time for placement because the facilities affording this type of treatment wish to retain the older children beyond a three year period.

One can well understand the desire of the parents of older autistic children to exert influence to continue their child in a residential placement beyond the level at which any appreciable psychoeducational gains can be realized, even though this holding effect does irreparable harm to the younger child awaiting placement who might have a much greater potential for recovery than their own child. The crux of the problem lies in the obvious fact that many of the autistic children placed in residential treatment centers under provisions of this program will require lone-term and perhaps lifetime placements. Presently there is no plan or even an approach to planning for public residential facilities to which these children might be transferred, even though we fully recognize the impossible burden of management presented to the mother when such a child is returned to her home.

Immediate planning for the construction of such a facility should be classified as emergency priority.

While due consideration should be given to the numbers of emotionally disturbed children placed in residential and private day schools and the resultant increase in budgetary allocations, this aspect of the total effort has dwarfed the effect of educational programs conducted for emotionally disturbed within the framework of the public school with the result that there has been no appreciable increase in programs at the local public school level. Presently, only 10 per cent (30 out of 351) of the cities and towns have developed special classes for the emotionally disturbed child. This contrasts very significantly with a comparison to the number of classes maintained for mentally retarded children, i.e., 30 classes for the emotionally disturbed and 1061 classes for the mentally retarded. Although the organization of special classes for the mentally retarded is mandatory under the law, the law establishing classes for the emotionally disturbed is permissive. A bill mandating public school programs for the emotionally disturbed is now pending in the legislature. If this legislation is enacted, it will bring a new perspective to the over-all program. It will bring the State of Massachusetts to an undisputed position of leadership with respect to education of the emotionally disturbed. It will provide transitional programs within the public school setting for the increasing number of children who are being discharged from private residential schools and are returning to their local public schools. Mandatory programs at the public school level are not expected to appreciably reduce the number of children in need of the therapeutic climate provided by private day and residential schools. But, it will offer an intermediate plan for many cases where there might be a strong question as to whether the severity of the child's problem

requires the abrupt transfer out of the public school atmosphere. The inevitable expansion of public school programs, if the aforementioned mandate is enacted, will add an additional burden to the supervisor of the program. The mandating of public school programs for the emotionally disturbed certainly implies that this will be followed by the transmittal of guidelines and consultations between local school administrators and the State office.

If the image of leadership which now obtains regarding the State's program for emotionally disturbed children is to be maintained, we must increase the supervisory staff by three persons and the clerical staff by the same number in order to accomplish the program's goals and objectives. It is imperative that we have additional staff in order that a full analysis of this past five years might be accomplished. During these five years since the program's inception, a tremendous amount of data has been compiled. This Department very probably has more information regarding emotionally involved school children than any state in the nation. With additional personnel it is anticipated that a more solid base will be established for the program in the ensuing five years. We see an immediate need for a careful alteration of the present regulations in terms of programs conducted within the framework of the public school and private day school and residential placements.

If mandatory public school programs are legislated for the emotionally disturbed this Bureau will establish a professional advisory committee to assist in developing regulations pertaining thereto. Such committee will not only develop regulations but will be asked to review ongoing public school programs in other sections of the nation and develop guidelines for us usage at the local level. With such limited public school programs presently conducted for the emotionally disturbed across the nation and the paucity of knowledge concerning said programs it is expected that this committee will

develop regulations with enough flexibility to provide innovative programs and then develop more rigid standards at the latter part of this five year plan.

As previously mentioned in this report a much more comprehensive insight must be obtained regarding private day school and residential programs. Private day and residential schools will be requested to furnish this Department with a more complete picture of their offerings both academically and psychotherapeutically. Additional staff will allow for the aforementioned critical analysis of successes, and failures, of children who have been in placement in the respective private day and residential schools. We will be able to form a more definite judgment of the value of the programs at these schools on the basis of the type of child referred thereto and the positive results accrued during placement. Although this Department now purchases service from these many day and residential settings providing different philosophies of treatment and educational methodology, it is now obvious that after five years we must devote a great deal of time and effort to concentrate on those schools that offer optimal treatment and educational plans.

PERCEPTUALLY HANDICAPPED CHILDREN

Chapter 71, Sections 46K and 46L of the General Laws became effective on December 2, 1967. This law mandates a census of such children annually, permits special instruction periods or special classes for such children, and was intended to send certain severely involved children to approved private schools.

The Department of Education, Public Health, and Mental Health were mandated by the law to write the regulations pursuant to the legislation, and met weekly over a period of four months to accomplish this task. Proposed regulations will be submitted to the Board of Education early in the Fall of 1967.

Inasmuch as the children included within the scope of the law can be distributed along a broad continuum of specific disabilities and severity thereof, and inasmuch as hard data on appropriate instructional techniques are lacking, the three departments have agreed to meet each summer for reassessment of the program based on feedback reports from the field and for structural alterations where such are indicated.

It is estimated that from one to three percent of the pupil population suffer from one or more specific learning disabilities and the programs, therefore, must be broadly based and diversive, so as to encompass the range of disabilities encountered. It is unfortunate that Chapter 71, Section 46L was amended during passage in such a way as to make it legally non-feasible, inasmuch as the private school aspect of the law is essential to cover the continuum of children represented. A decision from the Attorney-General is being sought in this regard.

In addition to the provisions of the legislation, the Bureau is engaged in discussions with the Commission on the Blind and the Federal Office of

Education, Captioned Films Program, to encourage production of recorded academic materials for children whose primary mode of learning is auditory, and filmed academic material for those children whose primary mode of learning is visual. The fact that we have not yet structured techniques to teach children to read is no excuse for failing to provide education through other modalities.

ANNUAL REPORT

Bureau of Vocational Education

Year Ending June 30, 1967

PROGRAM DEVELOPMENTS AND ACCOMPLISHMENTS

The impact of the vocational and technical education program on the manpower and employment needs and opportunities in Massachusetts with emphasis on employment opportunities in terms of:

Educational levels and groups of persons served

The projected activities plan for Fiscal 1967, which was submitted to the U. S. Office of Education, noted several important trends in the Massachusetts manpower demand situation: (a) Although manufacturing employment continued to grow but slowly, the trade and industrial occupations are clearly requiring increased skills and broader educational backgrounds; (b) the need for highly trained technicians, many at the Associate Degree level, is expanding rapidly in almost all fields; and (c) the need for skilled (and, in many cases, semi-skilled) workers in the service and business-office fields is probably growing most rapidly of all.

In response to these developments, the vocational-technical schools in the Commonwealth have taken the following steps, in aggregate: (a) enrollment in the Trade and Industrial field, primarily in the durable goods sector, was increased somewhat through the opening of secondary programs in two new regional vocational-technical schools and many existing programs were updated to afford instruction in specialties needed by the Commonwealth's industries; (b) although some post-secondary courses were introduced in the above schools, the greater advance at this level occurred through the establishment of many technical programs in the Commonwealth's twelve Community Colleges; and (c) short-unit courses for semi-skilled workers became more common. Unfortunately, but understandably, the least progress - measured against need - was made in the provision of secondary-level programs for the "disadvantaged" student, since the demand for available places in the Massachusetts vocational and other schools for other types of training mitigated against a massive incursion into this kind of training.

Massachusetts' vocational programs continued to serve the traditional secondary, vocational student well - but the sixty percent which is neither college preparatory or vocational still awaits either vastly increased facilities of the conventional type or new types of semi-comprehensive programs. The post-secondary student was also served better during the past year, but the Community College programs are so new that the Fiscal 1967 supply for such occupations probably fell further behind the fast-growing demand. Adults continued to have a variety of valuable courses placed at their disposal, including those in evening trade extension, apprenticeship related, and evening practical arts. However, the most apparent gap still is to be found in the "Special Needs" category, in terms of groups of persons served.

The "impact," moreover, of the total vocational-technical program on the Commonwealth's manpower situation is impossible to assess with any degree of real certainty (as is the case in any State in the Nation) because of the lack of hard data, the lack of any fully developed and tested methodology, and the presence of many variables which are currently impossible to assess in a technologically advanced society. However, all Massachusetts vocational-technical school graduates have readily found employment and this, in an absolute sense, has had a positive effect in easing the Massachusetts skilled manpower shortage - which is now somewhat less critical in a few fields such as the Metals Industry. But, in a relative sense, it is less probable that vocational-technical education has been holding its own. Because of the continued, long-term, economic boom (e.g. the Construction Industry, during Fiscal 1967 and on into 1968) and the depressing effect of the legal revamping in Massachusetts of all such education, worker "production" in public institutions may be falling behind.

Examples from three occupational fields - one of which, Agriculture, is commonly thought to be of decreasing importance, domestically - will illustrate this "relative" deficiency.

First, in the Health Occupations field, Massachusetts has a variety of programs to prepare adult and post-secondary students for careers in this job category. Evening extension courses for the upgrading of workers already in the field have been expanded. Instruction has been introduced at the secondary level, where several pilot projects are inserting Nurses Aide training and other short-unit courses into the general curriculum. Yet, repeated surveys by professional groups, as well as knowledgeable opinions expressed in the Vocational Bureau's own national conference in Boston last October, reiterate the well-publicized fact that Massachusetts is critically short of health workers. As an instance, thousands of older Licensed Practical Nurses (mainly those in nursing homes, under Medicare) are waiting to be retrained. The lack here is not only one of facilities, but of a single, statewide and comprehensive plan by a group of State agencies through which a coordinated approach could be taken and against which "impact" can be measured.

The Bureau of Vocational Education tried to undertake that part of this task relating to Licensed Practical Nurses. It has developed, with the State Board of Registration of Nurses, a six-month retraining program. It had a project approved, which would make an initial impact on the problem of at least 200 of the waivered L. P. N. but other agencies at the regional and federal levels have continued to stifle its efforts. The program has been postponed at five starting dates because of other agencies.

Second, in the Distributive Education field, Massachusetts has provided new courses in food distribution and sales - particularly in the several County Agricultural-Technical Institutes. However, the trend toward larger stores, later shopping hours, and the greater variety of specialized merchandizing equipment and techniques has meant an even more severe shortage of distributive workers during the past year. The magnitude of the problem is illustrated by the fact that in Massachusetts, nearly half the current sales volume is attributable to stores which have opened within the past five years.

Third, in the Agricultural and Agricultural related field, while it is true that fewer graduates are needed or remain in farming as such, the demand has greatly increased in sub-fields such as Landscaping, Horticulture and Turf Management. A few of these newer courses were instituted during the past year, but several which were planned never began, for a variety of reasons, not the least of which is that it is difficult to convince most officials that anything connected with Agriculture could possibly be expanding. Once again, demand continues to outstrip supply, in a relative sense.

Occupations or occupational fields

Part of this information was briefly described immediately above, but a more general statement of the occupational instruction modifications during the past year may be made. First, the Community Colleges, although affording instruction in some fields such as Electronics which is already common to vocational-technical schools, are largely concentrating on the sub-professional segments of Engineering Scientific Technology (e.g. Chemical Technology Technician), the Health Occupations (e.g. Medical and Dental Technicians, of several kinds) and, particularly, the Business/Office field (e.g. Data Processing Technician, Computer Programmer, Executive Secretary, and up to and including Accountant and Office Manager).

Second, the regular (predominantly secondary) vocational schools have increased their offerings in the fields of Automobile Mechanics and Auto Body Repair, Electricity and Electronics, Machine-Metal Fabrication-Machine Drafting, House and Mill Carpentry, Plant Maintenance, Beauty Culture, Food Service, and Graphic Arts. In this expansion, they have followed the lead of the new Regional Vocational-Technical Schools which also feature approximately these same fields of instruction.

Finally, the various evening programs offer instruction in almost all kinds of occupations or clusters, although these cannot be listed in a report of this length.

Different areas and communities

Geographically, Massachusetts is a relatively small state. Its population is distributed unequally. About half the population is in the Boston Labor Market area. Yet it has several cities of 50,000 to 200,000 people. Many of these cities are included in the Boston S. M. S. A.

Boston, the largest city, still has a very inadequate Vocational Education system. (One must remember that all education has local autonomy in Massachusetts.) It has one Boys' Trade High School, one Girls' Trade High School (which has just lost its very capable woman director, who is being replaced by a man - equal opportunity), and a very small post-secondary Technical Institute. This meager program is supplemented in nine Boston area high schools with individual cooperative trade programs, one in each. This total falls far short of what a modern large city should provide not only for Vocational Education in general, but specifically for the disadvantaged.

The Bureau has surveyed the needs of the city several times and has recommended:a large expansion of all types of vocational education; the providing of several additional facilities; and the construction of a large skill training center which would be combined with a technical institute.

Other metropolitan areas have provided more and better facilities. The next two largest cities, Springfield and Worcester, have excellent facilities and offer a much greater variety of vocational programs than does Boston. This year the Springfield Technical Institute developed by the city of Springfield in cooperation with the State Bureau of Vocational Education, was taken over by the Board of Community Colleges. The buildings and grounds of the phased-out Springfield Armory are to be used to house the Technical Institute, and provide the opportunity for great expansion. The Community College group, now has its first Technical Institute, fully developed by vocational educators.

The State Bureau continues to work with all areas of the State. The cities are being encouraged to either construct larger schools or to unite with surrounding towns to utilize regional planning in an effort to provide the needed facilities.

The development of regional school districts was very gratifying until last year. Now, due to the interpretation of new State laws, the development has been slowed.

The regional plan of the State Bureau, if and when implemented, will provide many opportunities for many people in all parts of the State to receive the Vocational and Technical Education they need. Industry, particularly in the depressed areas of the large cities of Fall River, Brockton, Lawrence, Lowell, Lynn, and New Bedford (all in the 100,000 class) will profit by these new schools and they will help to raise the economic status of the people and the cities.

It should, moreover, be remembered that Massachusetts is not only small, geographically, but has an excellent and growing highway system. Therefore, because of the consequent mobility of its labor force, less thought is given to "areas" (with the exception of the City of Boston) than to "groups to be served."

In a way, this is saying the same thing, since it is the underprivileged person who is chained to the economically depressed area in which he is forced to live. Clearly, then, the urban areas of the Commonwealth have the highest priority and the Vocational Bureau has encouraged these communities, during the past year, to augment their offerings - particularly through participation in new regional vocational-technical groupings.

> The extent to which program objectives were achieved for the past year in expanding and improving vocational and technical education for high school students.

Numerically, the objectives were not too ambitious, except in the matter of opening two new regional schools. The latter occurred and contributed about 700 new places for vocational-technical students. Modest expansion of regular programs contributed perhaps 300 more places.

However, more was achieved in improving the diversity of offerings and the quality of those offerings. A number of schools instituted remedial and short-unit programs, not for the "disadvantaged" student especially, but for those regular students who were in danger of falling behind their companions. New courses or new units in fields such as the Health Occupations, Combined Business-Distributive, Food Technology and other Agricultural Related, Business-Office, Basic Electronics, Construction Trades, Automotive Specialties, and Metals Trades, and trades mainly filled by women (e.g. Cosmetology, Custom Dressmaking) were added to the local communities' programs. In addition, the Vocational Bureau continued its cooperation with the Newton Project which is aimed at providing short-unit, comprehensive, occupational education for lesser talented pupils who ordinarily would find no path into vocational education of the conventional sort. This program is experiencing reasonable success and has caused the Newton officials to consider, both during the past year and at present, means by which this type of program might be offered on a vocational comprehensive basis to more of their students.

Another objective was to begin to improve the teaching of so-called academic subjects - such as English, Mathematics and Sciences - in the vocational schools. A special course to update these vocational instructors was given, on a pilot basis, at two locations in the Commonwealth and was received most enthusiastically. Plans are being devised to offer this kind of teacher-training course - mainly for related teachers, but also for some shop teachers - in several regions this year. In addition, a new supervisor was hired by the Vocational Bureau for the specific purpose of improving the quality of English instruction in general, and that of Reading in particular, throughout all Commonwealth vocational-technical schools. Workshops were held on a trial basis, culminating in a Summer School workshop-meeting just after the close of the fiscal year. Attempts were also made mildly successful, to interest university specialists in this effort. Plans were offered to many schools for the establishment of reading or language laboratories. All of these efforts indicate that this particular objective, if not achieved, still saw solid progress made toward it.

During the early part of this past fiscal year, a major objective was to staff the two new regional vocational-technical schools with the best teachers available, as well as to provide qualified replacements in the existing, regular, vocational schools. According to the visits of bureau supervisors, this objective was fully accomplished. All schools were fully and competently staffed during the year.

Twelfth grade Cooperative Programs continued to expand as expected, with a major growth in the Distributive Education field, which saw a thirty percent increase in number of new programs during the past fiscal year. Nine schools began these new programs and, with six more expected to start similar ones during the coming year, Massachusetts will have forty-six cooperative Distributive Education programs in operation, along with fifteen Distributive Education preparatory programs in the eleventh grade.

In the important field of Health Occupations Training, it had been hoped to make major advances. Some of this improvement did not take place because of the previously mentioned question regarding jurisdiction over post-secondary technical education (see next section). However, at the secondary level, progress was made. For the first time, in the Fall of 1966, meetings and conferences were held to initiate a Basic Health Occupation motivational offering for the high school students who need skills and preparation for the world of work and an exposure to expanding opportunities in the Health Industry. In Barnstable, Massachusetts - the kind of a small community where this type of course has been entirely missing - a pilot program for Nurses Aide training was established within the existing high school curriculum and was offered as an elective to senior students. Nursing faculty organized and developed a course outline for 180 hours of study and clinical practice. Two hours per day were devoted to related theory and clinical learning laboratory experiences which were carefully planned and supervised by the same instructors. This program contained nineteen students who successfully completed the course and were later employed. It will not only be repeated (since twenty more new seniors have shown a desire to register in it), but hopefully it will serve as a model for similar programs elsewhere in the Commonwealth.

It should also be noted that the plans to improve Agricultural Education, although not entirely successful, did result in the addition of greenhouses for three departments in local high schools - which thereby allowed expanded offerings - and plans have been presented to numerous schools with such agricultural departments to include Horticulture in their course offerings, also with the addition of a greenhouse in each case.

Other important objectives at the secondary level were to improve and/or replace equipment and to expand facilities (as much as the uncertain State financing situation might allow). Regarding the latter, information may be found in this report (concerning area vocational schools and expansion of facilities other than those in the area schools).

However, significant amounts were spent on new equipment during Fiscal 1967 - approximately three-quarters of a million dollars. Although this figure did not begin to cover the many requests which were received by the Vocational Bureau, many of which had to be denied, improvements such as the following were accomplished: Examples - Offset Printing equipment, numerically controlled machine shop equipment in nine schools, electric discharge machines in three schools, vari-typers in three schools, new electrical and electronic equipment in at least two major schools, and a great variety of metal working and automotive repair equipment in several schools; also, in one school, a completely new Physics laboratory was outfitted. These are but a few instances, but they support the claim that, although much more needs to be done to prevent obsolescence of equipment in the older vocational schools, steps were taken in this direction during the past fiscal year.

The extent to which program objectives were achieved for the past year in expanding and improving vocational technical education for post high school students, including graduates and drop-outs.

As has been noted previously, both in this report and in the earlier U.S.O.E. projected activities plan for fiscal 1967, objectives for this part of the vocational-technical program in Massachusetts were very general and somewhat vague. This caution was, and still is, caused by the split in jurisdiction over post-secondary programs of this sort between the State Board of Education (of which the Vocational Bureau is a part) and the new State Board of Higher Education, which contains the State Board of Regional Community Colleges as a semi-autonomous unit. Briefly, the aims of the Vocational Bureau were to continue to provide new post-secondary technical programs in the new regional vocational-technical schools and as many more in the regular vocational schools as the state of negotiations and the desires of such school districts might allow; and to achieve some kind of interim understanding with the Community Colleges on how planned programs might be implemented pending final disposition of the legal niceties. This understanding was to include tentative agreement regarding certification and/or approval of occupational instructors in the Community Colleges by the State Director of Vocational Education (also the Vocational Bureau Director). Finally, the pilot programs for academic school graduates or dropouts at the post-secondary level were to be continued and expanded somewhat, if possible. Again, it should be noted that the Commonwealth operates no vocational schools of its own and must rely on the prior approval and commitment of local school committees for any such endeavor. Quite often, with regard to "re-educating" those who have already graduated from high school or for some other reason have left it, these committees feel that they have already invested sufficient money in these students and are similarly obligated to focus their efforts on the younger students coming behind them in the "pipeline." Funds are short, property taxes are extremely high, and officials reason that other programs such as the M.D.T.A., O.E.O. (e.g. Urban Job Corps Centers) and even the Community colleges will provide sufficient opportunity for unskilled "school-leavers" to improve their employability. This, in fact, in Massachusetts, has turned out to be a major function of the M.D.T.A. projects. Although the Vocational Bureau has, during the past year, encouraged additional programs for this type of student, it feels that the problem is not so much that of creating new programs as it is that of reaching the school-leaver and providing proper, effective guidance. Two approaches to this have been employed: (a) increased use of the Division of Employment Security's testing and referral service; and (b) the development of a model Career Information and Placement Center, in the Newton Public School system. The latter will be discussed shortly.

Regarding the understanding with the Community Colleges, much has been achieved although the final jurisdictional arrangements have still not been decided. The Community Colleges submitted their occupational education proposals to the State Director for consideration. These documents included detailed plans, both curricular and for facility use, and individual teacher qualifications. There was no "certification" involved, as such, but enough information was provided to make sound judgments. Programs were approved through these channels and about $300,000 in Federal funds were allotted.

As far as the objective of staffing these, and other post-secondary programs (e.g. in regional vocational-technical schools) with competent teachers - this aim has been fully achieved.

As indicated in the previously mentioned projected activities plan for the past year, and earlier in this report, the Community College programs focused primarily on the Engineering/Scientific Technologies, the Health Occupations and the Business/Office Occupations. The Regional Vocational-Technical Schools (two of which opened in September, 1966) offered the following post-secondary, technical courses for high school graduates: Practical Nursing, Medical Assistants, Dental Assistants, Surgical Assistants, Medical Laboratory Assistants, Electronic Technology through Advanced Electronics, Electronic Data Processing, Machine Drafting and Machine Design. Although some of the proposed courses in the Fiscal 1967 projected activities plan did not materialize, the record of innovation was reasonably good. In the Health Occupations field, in addition to the courses listed immediately above, programs were also offered in Physical Therapy Assistant, Inhalation Therapy Technician, and Homemaker-Health Aide. Also, in the Worcester program, a sixty-hour course in the Administration of Medications was offered to both Licensed Practical Nurses and Professional Nurses. In Springfield, a twenty-five hour extension course in Basic Psychology and a thirty-hour course in Basic Pharmacology were offered to the Licensed Practical Nurses. Also, the graduate Dental Assistants had the opportunity to take an eighty-four hour Dental Assistant Certification course in preparation for fulfilling State certification requirements. Course offerings at the post-secondary level, in Agricultural Related fields, are similarly expanding but are presently limited to high school graduates only. It is interesting to note that a new program was initiated at one of the County Agricultural and Technical Institutes, which is a merging of the agricultural and distributive education disciplines. This is a post-secondary School of Food Technology and Merchandising. Also in the Distributive Education area, Fiscal 1967 saw the establishing of a new School of Fashion Retailing.

Equipment needs in the above programs were largely met by the use of secondary-level (and in many cases, M.D.T.A.) program apparatus and materials. However, when such existing equipment was not available or appropriate, the Vocational Bureau assisted in the purchase or rental of additional items, as they became necessary.

Regarding the dropout and the unskilled academic high school graduate, the record for Fiscal 1967 is meager, for the reasons mentioned above. However, a number of schools continue with such efforts, primarily for academic school graduates - as in Weymouth High School, where special courses consisting of trade instruction only are offered. At least two of the regional vocational-technical schools also began modest programs of this type. However, the better the facility, the more likely its space would be used for M.D.T.A. programs and the like, which fall more into the adult category.

The extent to which program objectives were achieved for the past year in expanding and improving vocational and technical education for persons who had already entered the labor market.

The objectives for this type of vocational-technical education were quite modest in that further expansion was thought to await the completion of new facilities (for all vocational education programs) such as the new regional vocational-technical schools. "Adult" Vocational Education in Massachusetts is afforded under the following general programs: Evening Trade Extension; Evening Trade Preparatory; Evening Practical Arts; Apprentice Training (Related); and Manpower Development Training. It should be noted that one reason why no great expansion of these programs was planned for Fiscal 1967, other than the shortage of usable facilities, was that the Commonwealth already has an extremely well-developed complex of such programs and courses - both secondary and post-secondary content-types. In this past year's U.S.O.E. projected activities plan, a partial listing was included. However, as an additional illustration of the number and variety of these programs, even exclusive of M.D.T.A. (which is not a part of this report), the following list is also representative: Air Conditioning and Refrigeration; Automobile Air Conditioning; Auto Body Repair, Auto Repair; Baking, Boatbuilding; Bricklaying Apprentice; Cabinetmaking; Carpentry; Drafting; Diesel Repair; Domestic Oil Heating; Dressmaking; Electrical; Electrical Appliance Repair; Electric Motor Repair; Electronics; Foods; Greenhouse Practice; Iron Worker Apprentice; Machine Shop; Machine Drafting; Machine Related; Toolmaking Apprentice; Plumbing Apprentice; Offset Pressman; Roofing Apprentice; Sewing Machine Repair; Sheet Metal; Shoe Making; Shoe Lasting; Shoe Pattern Drafting; Steamfitting Apprentice; Welding; and Wood Patternmaking.

The significance of this particular listing is two-fold. These are the trades for which one or more evening-school teachers were trained during Fiscal 1967. This list was inserted here, rather than below, to illustrate that, (1) evening and part-time "adult" programs were expanding more during the past year than had originally been forseen, and (2) that, again, the goal of providing competent staffing was achieved in this educational area, as it was in others, since seventy-eight new, qualified, teachers successfully completed the courses.

Since the Massachusetts public vocational-technical educational system has performed as well, or better, in adult training and retraining than in any other area, further description of what has been accomplished in Fiscal 1967 is in order. A few of the more unusual programs, in addition to the regular trade areas mentioned above, follow below:

In Western Massachusetts, Springfield Technical Institute for the first time offered degree courses in the evening program, at the Associate level. These were: Machine and Mechanical Technician (Technical Drafting); Data Processing Technology (Mathematics); Electrical and Electronics Technology (Technical Mathematics); Mechanical and Machine Technology (English); Electrical and Electronics Technology (Fundamentals of Electricity); Electrical and Electronics Technology (Data Processing Technology); and Electro-Mechanical Machines. There were approximately 100 students enrolled in these courses and these evening-program students will earn the Associate Degree in Applied Science in five years.

In the Worcester area, an evening course in Digital Computers was established at the Framingham Evening Vocational High School and was offered to all high school graduates, not only those adults already in the labor market. Also, in the Worcester area, a course in Mathematics and Science (Pre-Technical) was created to upgrade high school graduates or adults who were planning on entering the Worcester Industrial Technical Institute this September.

In the Health Occupations area, because of the implications and needs of the new Medicare program, institutes and workshops in the Comprehensive Care of Patients with Long-Term Problems were offered to both professional nurses and licensed practical nurses. These five-day workshops were sponsored by the Bureau of Vocational Education and organized and implemented by the Public Health Department. Six institute-workshops were given on a regional basis throughout Massachusetts, with the Vocational Bureau sponsoring three, in Worcester, Canton and Westfield. Also, plans were completed through the cooperative efforts of the Vocational Bureau and the Massachusetts American Federation of Nursing Homes for an extension course for nursing home personnel functioning on a Nurse Aide level. Vocational schools in Boston, Fall River, Barnstable, Upper Cape Cod, Brockton and Worcester participated in the implementation of this upgrading program. The Vocational Bureau Health Occupations supervisors also were instrumental in establishing a number of M.D.T.A. programs (for adults) in such areas Nurses Aide and Registered Nurse Refresher.

In the Distributive Education field, a Retail Business Management course for small shop owners was conducted at East Longmeadow, in cooperation with the East Longmeadow Chamber of Commerce. Essex Agricultural and Technical Institute held sixteen adult evening programs during Fiscal 1967, wherein guest instructors and speakers assisted in courses for the Food, Floral, Retail Sales, Insurance, Real Estate, and Stocks and Bonds Industries. Also, in cooperation with the Retail Trade Board, Vocational Bureau supervisors completed a Basic Retailing course which in the future, will cause both a great expansion of adult programs in the Distributive Education area and provide a much more adequate pool of permanent part-time help.

A similar effort was successfully undertaken with the Massachusetts Hotel and Motor Inn Association, which when completed will initiate the most extensive food-and-lodging service training program ever offered to the Commonwealth's adults. Finally, more than 1,150 adults were trained and placed after a ten-hour course in "How to Sell." This pre-Christmas training program was offered at the North Shore Shopping Center in Peabody and all trainees were placed in Christmas selling jobs. This and a similar program offered at the Northgate Shopping Center in Revere were conducted through regular vocational school sponsorship and by regular Distributive Education faculty. The State Division of Employment Security cooperated in placing these trainees.

Evening adult Agricultural programs continued during the past year in great demand, but without much expansion. This unfortunate situation was primarily caused by low hourly rates offered such teachers in comparison with those offered other evening program instructors. The Vocational Bureau began to attack this problem during Fiscal 1967 by recommending to the trustees of the schools and the legislature an increase in salary rates.

In the Trade and Industrial sector, the Vocational Bureau cooperated with auto manufacturers' local representatives in establishing in-dealership training programs with short term specialist training and long term full mechanics courses. Also, many new courses were established and former courses re-established in automotive trade extension and apprenticeship.

One of the more unusual programs which the Vocational Bureau pioneered and in which it takes pride has been the evening and Saturday courses for firefighters. A joint operation of the Bureau and the Massachusetts Fire Chiefs Club, these courses originally were designed for the smaller towns and villages, but of late have been enthusiastically adopted by larger cities. Valuable assistance has also been forthcoming from the Massachusetts Institute of Drill Instructors and the Advisory Committee of the Central Massachusetts Fire Academy in all areas of instruction, since instructors in these programs are all qualified firefighters nominated by the chiefs of the local Fire Departments. During the past year, courses were conducted in forty-three centers with an enrollment of 2,314 students, representing 128 Massachusetts communities.

Equipment for this great variety of adult programs was not only adequate but, in fact, was the same as that used in regular vocational day programs and/or M.D.T.A. programs. Most of the vocational schools, when designing new facilities or requesting new equipment, do so with the adult evening program in mind.

In concluding this section, it should be noted that: (1) No mention has been made of the many M.D.T.A. programs which the Vocational Bureau helps to organize and present in all trade areas and which contribute significantly to the opportunities for advancement given Massachusetts adults; and (2) the several cooperative arrangements listed above, although appropriate for listing below, will not be repeated in that section. However, the reader should make mental note of these when reading this part of this report in order to realize the broad scope of such cooperative arrangements between the Vocational Bureau and other Massachusetts groups.

The extent to which program objectives were achieved for the past year in expanding and improving vocational and technical education for persons with special needs.

As mentioned in the U.S.O.E. Fiscal 1967 projected activities plan, this category is broad enough to cover almost all persons seeking vocational education other than the regular students coming directly into the secondary vocational schools from junior high school. In some ways, many of the latter variety could easily fall into the "special needs" category, as well. However, for the sake of definition - with the understanding that many Massachusetts citizens with quite special needs are already being served in the various adult evening programs, in M.D.T.A. courses, and in the post-secondary programs; and that the vocational schools are organized to answer the special needs of their regular students - this report specifies "special needs" students as those who would not ordinarily gain admittance to any of the above programs, whether secondary or adult.

To a degree, the same prohibitions or limitations on these special programs exist as were mentioned regarding high school dropouts. However, several schools - particularly the new regional vocational-technical schools - are planning for the admittance of a fairly small number of such students. One of the regional schools which opened last September, for example, laid careful plans for the testing, enrollment and instruction of thirty inadequately prepared ninth-graders. The word, "careful," is a key here because much of the teaching ground in this instance is uncultivated and care must also be taken that the special handling of this group and its gradual absorption into the regular unit trade program does not disrupt the overall plan for the school's administration. As asserted previously, the solution for the problems of either the educationally or the socio-economically disadvantaged (with emphasis on "socio") does not seem to be a mass conversion of existing schools for this purpose. Special institutions, such as multi-occupational training centers with greatly accelerated and intensified programs of different content, seem indicated - as far as the Vocational Bureau is concerned. Nevertheless, Massachusetts continues to emphasize its cooperative programs (in hopes that these will catch many students whose special need is simply a more practical education) and continues to support the Newton Project which bids to provide answers to several problems regarding the preparation of Junior High School youngsters for vocational education. Other projects mentioned in the above-mentioned U.S.O.E. Fiscal 1967 projected activities plan are also proceeding satisfactorily. The following will serve as examples:

Programs for students in the ninth grade were instituted in two more Junior High Schools in the Worcester area, providing education and training for approximately sixty more students. These students were given remedial academic subjects and shop experiences which upgraded them so that some of them were able to enter the Worcester Boys' and Worcester Girls' Trade Schools. Others found their way back into the mainstream of the academic high schools. Still others were able to gain a salable skill so that, at least, they were afforded a chance to enter the labor market at a limited skill level.

In Southwestern Massachusetts, three programs for the potential dropout were inaugurated at the Mount Everett Regional High School: Building Construction; Food Trades; and Ground and Building Maintenance. The forty-five students enrolled in these three programs now have a different attitude toward school, after either building a house, working in area restaurants, or maintaining grounds and buildings of both the regional high school and the neighboring resort areas.

In the Western part of the Commonwealth, North Adams Vocational High School is offering a Remedial Reading Program for students who need strengthening of their reading skills in order to complete their trade courses. The same type of program is also being offered in the South Shore Regional Vocational-Technical School, in eastern, Massachusetts.

In the Worcester area, Cole Trade High School in Southbridge began a program for fifteen eighth-grade students who were labeled as potential dropouts. These students were enrolled in a class where they received remedial reading and remedial mathematics, along with half a day of shop. Of these fifteen students, thirteen have now been accepted by the Cole Trade High School for entrance this September, one student married, and the last left school to enter the armed forces. None of the thirteen would have been qualified to enter the trade school without completion of this special course, which, because of its initial success, will be doubled in size this coming September. In like manner, after a similar experience, Waltham Vocational High School in eastern Massachusetts added another group in its Shop Study Program for Potential Dropouts.

South Shore Regional Vocational-Technical School, in addition to the program mentioned above, began an after-school shop program for sixty students from the junior high schools in its region. These students were offered a wide variety of shop experiences which were designed to enable them to make tentative choices of career goals. Some of these students will be admitted to the school in September on the strength of their performances in this course - the same students who probably would never have applied, because of their poor academic standing or their records of behavior problems in junior high school.

In Northeastern Massachusetts, Greater Lawrence Regional Vocational-Technical School initiated an after-school program for ninth-grade and twelfth-grade students of the region's high school. These programs were offered twice each week for 2½ hours after school in the following shops: Carpentry; Automotive; Drafting; Data Processing; Culinary Arts; and, Electronics. The ninth-grade students were given an occupationally oriented course so that they might have real information and experience by which to choose their trade areas in the vocational-technical school. The twelfth-grade students, who had had no occupational training in their previous three or more years at the secondary level, were enabled to gain some salable skills in the trade of their choice. Most of these latter students came from parochial schools, which are not affluent enough to be able to afford vocational training courses. This is a severe problem in Massachusetts, which has a large Catholic population, and will receive greater attention in the future.

In a program similar to that mentioned directly above, the Worcester-Central area offered a six-week course in Electronic Data Processing to academic high school graduates, in preparation for available jobs.

In Eastern Massachusetts, Newton and Brookline (the latter an outgrowth of the Newton Project, mentioned above) offered programs for academically, and socio-economically, handicapped students in the Food Trades and Child Care and Development. These programs single out the potential dropouts and run through the entire Summer.

As an example of the quite different kind of program in the special needs category (and many more might be cited), the Worcester Trade School offered a substantial family care program for women, entitled the "Visiting Homemaker Program." The curriculum development committee for this effort combined the talents of five different agencies and the course designed

was divided into six units - Troubled Families, Personal Care, Home Management, Understanding Children, The Elderly, and Mental Health - each of which was assisted by a Specialist such as a Social Worker, Professional Nurse or Home Economist. Similarly, A.D.C. mothers, sponsored by a Title V, O.E.O., grant, were offered a program of home management combined with basic education. This program was given a vocational orientation on the assumption that many such mothers would have to work, and might have talents and find satisfaction in the Health Occupations field. Some are even progressing into post-secondary health programs.

In conclusion, the Vocational Bureau feels as though some progress has been made in this special needs category of training and education. There have not been sufficient courses, but in this case, "sufficient" has little measurable meaning since the total population needing special programs has not been identified as yet. However, equipment used has been first-rate (since much of it is used in common with day vocational courses and/or M.D.T.A. programs) and the teachers have operated in a competent fashion, providing one assumes that one knows what "competent"means in this connection. Clearly, evaluation of these programs - as proposed in the U.S.O.E. Fiscal 1967 projected activities plan - was not accomplished, mainly because additional State staff members for this kind of program supervision were not able to be hired. Consequently, as in the previous year, one State Supervisor handled this whole range of operations, with occasional, valuable, help from fellow Supervisors. Under these circumstances, little evaluation-in-depth was possible.

> The extent to which Massachusetts' efforts to provide work-study program for youths was adequate, relating the accomplishments to actual needs.

Contrary to hopes expressed in the U.S.O.E. Fiscal 1967 projected plan, the Work-Study Program did not live up to expectations, and did not meet the needs of the local communities. Although State-level administrative staff shortages are not considered a significant factor in this particular situation, the fact remains that (as stated above) one man had the sole responsibility for selling, organizing and assessing these programs. Be this as it may, the real factor depressing the Work-Study Program's development was the necessity during Fiscal 1967 for local communities to appropriate mandated matching funds. Originally, it was estimated that about fifty communities would be participating during this past fiscal year. Instead, only twenty-two actually took part and the rest finally declined because of their inability or unwillingness to persuade local school committees to appropriate the needed matching funds.

Yet, the work performed by the students in the curtailed programs was very commendable and both they and the agencies for which they worked are now receiving the expected benefits of the program.

During the Summer of 1967, the balance of the money allocated to Massachusetts for work-study was used by thirty-five communities. The increase in number of communities taking part during the Summer (35, compared to 22 during the 1967-1968 school year) is explained by the conviction of local agencies that they can accomplish more on a full-time basis during the Summer than they can with the student on a part-time working arrangement during the school year. Evidence points to the

conclusion that more worthwhile projects can be attempted on a full-time rather than a stretched-out, part-time, basis. The Vocational Bureau was disappointed that the number of full-time Summer students had to be curtailed because of insufficient finances. Massachusetts could easily and efficiently have used $150,000 more in work-study funds during Fiscal 1967 and the succeeding Summer.

> The impact of the construction of area vocational education schools under the Vocational Education Act of 1963 in terms of: (a) Educational level of program offered; (b) Occupational fields provided for; (c) Location and area of the State served by school district(s), county(ies), Statewide.

Before embarking on a description of those regional schools which began operations during Fiscal 1967, it is again to be noted that there is a difference in terminology, as well as a point of Massachusetts law, involved here. The Vocational Bureau which has been pursuing a ten-year construction program valued at well over $100 million for this type of school, terms them "regional" rather than "area" schools. The latter term refers to special institutions having post-secondary programs which qualified them for N.D.E.A. or George-Barden Title III funds. Also, in fact of law, all Massachusetts vocational-technical schools are statewide institutions, even though the regional schools described herein do serve specific town and/or city groupings.

This type of "regional" school generally results from the urging of Bureau officials, although ultimately relying on local groups to implement this encouragement. The Vocational Bureau performs a multi-purpose survey and planning committees are then appointed to prepare tentative outlines of the school and its programs (and costs) for presentation to Town Meetings or Council Meetings. The State, through several sources, usually funds 45-55% of the initial cost of these schools, while the federal share usually runs to about ten percent. However, it is largely this ten percent which enriches the school's program, raises its standards from the adequate to the exemplary, and provides for the necessary diversity of course offerings envisioned by P.L. 88-210. A recent informal survey of local directors of vocational education confirms these assertions.

The purpose of this section emphasizes the additional impact of this type of school. Certainly, the three schools (plus another which predated the P.L. 88-210 program) previously in operation are having a continuing impact in the area of manpower supply for Massachusetts. However, these were described in previous reports. This current report will therefore describe the two new regional vocational-technical schools which opened during Fiscal 1967 (September, 1966). Brief additional information is also listed for the status of other schools in earlier stages (i.e. planning, voting, selecting director, et cetera) and the changes which have occurred during the past year.

Before continuing, it can be stated in summary that at least five times as much federal funding than is now provided could be used in this program.

Blackstone Valley Regional Vocational-Technical School

Location: Pleasant Street, West Upton, Massachusetts

Area Served: (Note: Special region, but Statewide by law); Northbridge, Uxbridge, Blackstone, Millville, Hopedale, Mendon, Milford, Upton, Grafton, Douglas, Millbury, Bellingham, Sutton (See map on page 11 of Fiscal 1967 Projected Activities Report).

Number of Students by Educational Level:

Projected - 375	Fiscal 1967 - 128

Occupational Fields by Educational Level:
Secondary - Academic, Auto Body, Auto Mechanics, Drafting, Electronics, Machine Shop, Metal Fabrication, Mill and House Carpentry, Plant Maintenance

Status During Fiscal 1967
Opened in September 1966

Blue Hills Regional Vocational-Technical School (Status same as above)

Location: Randolph Street, Canton, Massachusetts

Area Served: (Note: Special region, but Statewide by law); Canton, Norwood, Westwood, Braintree, Randolph, Holbrook, Avon

Number of Students by Educational Level:

Sec. Projected - 628	Sec. Fiscal 1967 - 248
P-S Projected - 110	P-S Fiscal 1967 - 112

Occupational Fields by Educational Level:
Secondary - Auto Repair, Structural Woodworking, Electrical, Electronics, Graphic Arts, Machine Drafting, Machine Shop, Metal Fabrication, Auto Body Repair,
Post-Secondary - Medical Laboratory Assistant, Dental Assistant

Of the five schools shown in the U.S.O.E. Fiscal 1967 projected plan as "Building" two were completed and opened (see directly above), - one - Southeastern Regional - was completed and will open in September of this year, and the other two are in the mid-stages of construction. Of the five shown in the plan as "Selecting Director and Architects," all have completed this phase and are technically in the "Building" stage, although none broke ground during Fiscal 1967. The other progected schools have progressed accordingly into higher levels, with a few unfortunate exceptions - which are balanced by one regional school which was previously voted down (Greater Lowell Regional) but which is now already selecting a director and architects, even though it had been completely off the board in June 1966. Another major survey was completed during Fiscal 1967: Auburn-Leicester-Oxford-Spencer. To total the above, five schools are operating, two more are being built, one is finished and will open this September, fifteen are in other stages, and one more survey is finished - or an overall program of twenty-four regional vocational-technical schools.

This regional vocational-technical school program was perhaps the major thrust of the Vocational Bureau during Fiscal 1967 and, in its judgment, provides - with the Community College programs in other occupational areas - the major hope for Massachusetts quality vocational-technical programs in the future.

> Additional vocational and technical school facilities constructed (other than those described above) relating the actual needs to the accomplishments in terms of: (a) Number and types of schools; (b) Educational level of program offered; (c) Types of persons served; (d) Occupational fields provided for; (e) Location and area of the State served by school district(s), county(ies), Statewide.

As far as the actual needs for construction of new facilities, other than those provided by regional schools, there is no ready answer.

What may be strongly maintained is that what facilities are available fall well short of satisfying that need, whatever it may be. When one takes into account the great majority of students who need vocational education but cannot obtain it, plus the vast number of adults who now need, or will need in the immediate future, some kind of retraining, the matter of matching output with demand becomes a more academic problem. All types of new facilities are needed, at a time when local costs of government on up to federal costs on an international scale drain the necessary resources for building them down to a small trickle.

As far as the types of information required to write this section properly, they are not readily available at the Vocational Bureau, at this time. The Bureau staff finds it most difficult to obtain detailed, hard, data when the localities are well aware that they bear the brunt of the costs. Emphasis is placed on fiscal matters and teacher qualifications. While it is true that the Bureau supervises each program, the supervisory staff is so small that many schools are not visited as often as they should be. Also, the information which is forthcoming from the localities each year is usually not compiled until later in the Summer or early Fall. The prospects for the future are somewhat better since the Massachusetts NCU's VEIS system, modified to include data specially required in the Commonwealth, will be operational shortly. Pending this and final school-year-end reports, it may be stated that almost invariably multi-use of new facilities is the rule - with the exception of day post-secondary programs, which are now under a moratorium since the middle of this past fiscal year. Occupational offerings are usually those in the traditional strong areas: Trade and Industry, Distributive Education, Home Economics, and with increasing emphasis on the Health Occupations. Finally, the locations of these schools span the entire Commonwealth, with the preponderance of improvements taking place in Eastern and Central Massachusetts, with a few exceptions on Cape Cod and in the Berkshires. The list immediately below will serve to illustrate the kinds of new facilities being provided in the local (not regional) vocational schools, in lieu of the more exact data requested:

Everett Vocational High School - improved facilities for Electrical and Electronics; seventh grades moved out of multi-purpose building, with entire building now being used for vocational programs.

Haverhill Trade High School - new Plumbing, Painting and Decorating, Electronics, and General Vocational shops.

Somerville Vocational High School - new shops for new Offset Printing and Electronics.

Several schools - new inspection rooms added to Machine Shops.

Hyde Park High School - new extension and completely new Machine Shop.

Taunton Vocational High School - new facilities of several kinds.

Northampton Vocational School - renovated all facilities.

Worcester Boys' Trade School - in process of $1.5 million renovation program of its 40 year old central building. Buildings valued at more than $5 million have been built in the last 12 years.

Springfield Technical Institute - began conversion of Springfield Armory into 3000-pupil community college-type technical institute, at cost in millions.

Lynn is planning an entirely new, 1000-pupil vocational school; Westfield is planning a new wing to be added to its vocational high school; and New Bedford conducted a survey, coordinated by the Vocational Bureau, which led to firm plans for a $2.5 million addition to the New Bedford Vocational High School, including facilities for fisheries education.

Activities in providing for the organization and staffing of the State agency for administering and supervising the State plan programs, relating accomplishments to actual needs.

The organization of the Bureau of Vocational Education, internally, changed but little during Fiscal 1967. If the staff vacancies had been filled (see chart on following page), some team sub-structure might have been attempted. However, this was not the case. The organizational structure is still as follows: A Bureau Director who is responsible for most internal decisions, but who has considerably lessened powers to make external decisions (see below); one assistant director who is primarily responsible for teacher recruitment, teacher training, and the organization of the Annual Summer Conference on Vocational Education; a large group of horizontally organized supervisors, each of whom has primary and specific program responsibilities along the old, traditional lines - but each of whom supervises far more programs than he or she can effectively manage; a small financial or accounting staff; a few specialized personnel (e.g., one in Applied Vocational Education research and planning, another in Occupational Information and Vocational Guidance, and another who alone supervises all private trade schools in the Commonwealth); and a relatively separate M.D.T.A. program branch.

The primary change, organizationally, revolved around the fact that the Bureau and its Director (who is nominally the Director of all State Vocational Education) are now effectively under the new Division of Curriculum and Instruction, headed by an Associate Commissioner who now intervenes between the State Director of Vocational Education and the State Commissioner of Education - as well as the other four new divisional heads, each ranking above the State Director of Vocational Education. Administrative job descriptions, guidelines, and various procedures have not yet been clearly established. This situation bids to persist for at least another year, because of the State Advisory Council on Education has just begun a one-year study of the Commonwealth's vocational-technical education system and most changes will await its results.

Staffing of the Bureau of Vocational Education for Administering and Supervising The State Plan Programs

Staff Needs (as of 7/1/66)	Changes During Fiscal Year	Staff Needs (as of 6/30/67)
Bureau of Vocational Education (except MDTA)		
1 - Supervisor of Administration	Unfilled	1 - Supervisor in Administration
1 - Teacher-Trainer in Agriculture	Filled	
2 - Supervisors in Home Economics and Girls' Trade and Industrial Education	Unfilled	2 - Supervisors in Home Economics and Girls' Trade and Industrial Education
2 - Supervisors in Boys' Trade and Industrial	1 - Remedial English and Academic Supervisor hired	1 - Supervisor in Boys' Trade and Industrial Education
5 - Supervisors in 88-210 programs	1 - Business Education Supervisor hired 1 - Supervisor in Adult Homemaking resigned, another hired who in turn resigned	4 - Supervisors in 88-210 programs 1 - Supervisor in Adult Homemaking
3 - Semi-Senior Field Accountants	1 - Hired	2 - Semi-Senior Field Accountants
3 - Junior Clerk/Typists	Unfilled	3 - Junior Clerk/Typists
8 - Junior Clerk/Stenographers	2 - Hired	6 - Junior Clerk/Stenographers
3 - Senior Clerk/Stenographers	Filled	
2 - Principal Clerks	Unfilled	2 - Principal Clerks

Staffing of the Bureau of Vocational Education for Administering and Supervising
The State Plan Programs (continued)

Staff Needs (as of 7/1/66)	Changes During Fiscal Year	Staff Needs (as of 6/30/67)
Manpower Development and Training Act Division		
1 - Assistant Director (of Vocational Bureau)	Unfilled	1 - Assistant Director (of Vocational Bureau)
2 - Senior Supervisors	Unfilled	2 - Senior Supervisors
4 - Supervisors	2 - hired; 1 other resigned	3 - Supervisors
1 - Senior Field Accountant	Unfilled	1 - Senior Field Accountant
2 - Semi-Senior Field Accountants	Unfilled	2 - Semi-Senior Field Accountants
1 - Senior Clerk/Stenographer	Unfilled	1 - Senior Clerk/Stenographer
1 - Junior Clerk/Stenographer	Filled	

The one important organizational change which has occurred in the Massachusetts state-level vocational education administration - from a program point of view - is the establishment during Fiscal 1967 of the Massachusetts Research Coordinating Unit for Vocational Education. This new unit is not a part of the Vocational Bureau, but is located in the new Division of Research and Development at Woburn, Massachusetts. However, many of the R.C.U.'s proposed activities, as well as staff organization - particularly with regard to the State's V.E.I.S., now being implemented - will hopefully provide the Vocational Bureau with a potentially valuable management-support service. Much more data will shortly be available for the Vocational Bureau's planning efforts and several of the regular Bureau supervisors are becoming involved in new, research oriented functions in cooperation with the R.C.U. staff. A few of these supervisors have already been assigned liaison functions with the R.C.U. on a steady basis.

Activities in strengthening programs of:

- Teacher training

During Fiscal 1967, the Bureau of Vocational Education conducted its on-going program of teacher education in order to maintain an active list of qualified teachers to satisfy the educational needs of the Commonwealth in the Vocational-Technical fields. Each field has its own training and workshop program for both employed and prospective teachers, all programs being coordinated at the State level by the Assistant Director of the Vocational Bureau. The central feature of this comprehensive effort in Fiscal 1967, as in other years, is the Annual Summer Conference on Vocational Education, which was held during July, 1966, at Fitchburg State College. All vocational teachers are required to attend as part of their professional improvement efforts and enrollees are offered a wide selection of courses and workshops geared to their individual needs and to their occupational fields.

The regular teacher training program, although covering all fields features the Trade and Industrial area. The latter has a two-part, 260-hour, program which, in Fiscal 1967, was offered in seven different locations throughout Massachusetts: Andover, Fitchburg (State College), Hyannis, Waltham, Westfield, Weymouth, and Worcester. Twenty-seven teacher-trainers instructed 407 student-teachers from 201 Massachusetts communities, in twenty-nine different trades and occupations. Consequently, there is no shortage of qualified teachers in the Trade and Industrial area.

During Fiscal 1967, the Vocational Bureau also revised and strengthened the thirty clock-hour teacher training course for instructors in Apprenticeship Training, Evening Trade Extension, Evening Trade Preparatory, and Manpower Development Training by extending the course to forty-five clock hours and incorporating the topic, "Educational Psychology as Applied to Vocational Education." A careful effort was also made to provide more opportunity for student participation in classroom teaching demonstrations. Seventy-eight teachers were trained in the new-length course during the past year in the trades mentioned previously in this report. According to local directors and advisory

committees, this innovation has occasioned a definite improvement in teachers' performances, particularly in "understanding the individual student."

Several occupational areas, among others, had outstanding accomplishments in their separate teacher training efforts. The following will serve as examples:

Health Occupations - Teacher training reorganized to provide a coordinator from the Health field to assist in the sixty-hour course. Observation indicates that this arrangement has made the program more meaningful for the students. Furthermore, an additional instructor has been added to this teacher-training program, enabling twenty-two teacher-trainees to take the course during this past year.

Distributive Education - The much-discussed Regional Distributive Education Teacher Training Institute to be located at the University of Massachusetts passed through its final stages of planning during Fiscal 1967 and will become a reality in September 1967. This program will enroll teachers from all New England States and is presently being staffed.

Agricultural Education - The appointment of an additional teacher trainer in the Agricultural Education Teacher Training Program at the University of Massachusetts has brought that program's staff up to full strength. The vocational-agricultural teacher-training courses were entered as a block in the University's School of Education with the addition of an extra course in Psychology, which will strengthen the program and enable those taking Agricultural Education to obtain their apprentice teaching of eight weeks during their senior year, rather than during the year following graduation.

Firefighter Training - Three Firefighter Instructor's Training Courses were conducted this past year in the fundamentals of teaching, for qualified Drill Masters.

In addition, a great variety of workshops were held throughout the State on special courses for adults (e.g. home-work skills instruction in the Evening Practical Art Program, particularly aimed at the lower socio-economic groups) and on techniques and practices in remedial reading for special needs students at the secondary level.

With one exception, the objectives stated for Massachusetts Vocational teacher-training in the U.S.O.E. Fiscal 1967 projected plan were realized through the above programs, and others. The single failure involved the Tri-State Home Economics Teachers' Institute planned for Framingham State College last Summer. Federal funds were not available for this innovative program, but the project is being re-submitted.

Vocational guidance programs and services

The Massachusetts Vocational School Counselors Association was formed this past year because many vocational services are unique and differ from those of other counselors. Fall, Winter and Spring meetings

were held, each at a different new regional vocational-technical school. At the Spring meeting, the vocational counselors met in three groups: Regional Vocational-Technical Schools; large-city independent vocational schools; and small vocational school attached to high schools. The problems and services offered by each group are different.

New programs of vocational counseling were initiated and encouraged by assistance with Federal funds. Each new regional vocational-technical school is acquiring a counselor who is hired at least one year before the school opens, to acquaint the sending schools with the new school's program and methods of pupil selection.

A U.S.O.E. Section 4(c) P.L. 88-210 supported, Summer Institute for Vocational Counseling and Guidance Personnel, for the six New England States, New York and New Jersey, was presented at Fitchburg State College under the auspices of the Bureau of Vocational Education. Thirty-four counselors, teachers and administrators from six States participated.

Because of the success of the Summer Guidance Institute at Fitchburg State College and in recognition of the paucity of counselor information regarding the world of work as it pertains to the non-college bound or the disadvantaged and the use of cybernetics and disseminating this occupational information, another Summer Guidance Institute was proposed at Tufts University. Tufts was chosen because of its facilities and proximity to the Harvard, Newton, Quincy, Blue Hills and Southwestern Regional Vocational-Technical School projects. The proposal was rejected because of lack of funds, but will be revised and resubmitted to the U.S.O.E. this year.

A counselor educator from Boston College was selected for the approved counseling institute at the University of Missouri and he will report to the Bureau of Vocational Education.

The State Advisory Committee on Guidance assisted in deciding the format of the Summer Guidance Institute and furnished many of the speakers and discussants.

Two projects on Occupational Information and Placement were funded under Section 4(b) of P.L. 88-210, at Newton, Massachusetts. These two projects - which together with a third which proceeded without Federal fund support will now be joined into a very unusual Career Information Center - were coordinated with a section 4(c) P.L. 88-210 project at the Harvard Graduate School of Education (the I.S.V.D. Project) which is also being conducted with the assistance of the Vocational Bureau. A Senior Supervisor of the Vocational Bureau staff supervised the two Newton projects and served on the advisory committee of the Harvard-NEEDS project. The results of the Newton efforts may be printed and given nationwide dissemination.

Curriculum development

The Federal Regional Conference held in Boston, February 14 - 16, 1966, and conducted by the Bureau of Adult and Vocational Education, U.S. Office of Education, had as its theme, "Designing, Developing and Implementing a Total System of Occupational and Continuing Education." Special interest groups in Vocational and Technical Education met with Dr. Ernest Studebaker to discuss selected problems in trade and industrial education at the local, state and federal levels. It was resolved that the State must provide the leadership in fostering a continuing program for curriculum development and evaluation in order to service the existing vocational programs as well as many additional occupational offerings in vocational and technical education sponsored under P.L. 88-210 for secondary, post-secondary, adult, and "special needs" students.

The Annual Vocational Summer School Conference was conducted at Fitchburg State College for the purpose of curriculum development in all areas of vocational-technical education. Over 1000 vocational teachers throughout the State attended for the purpose of strengthening and developing curricula for academic, related, and shop instruction in Massachusetts vocational-technical schools. Conferences and workshops for Boys' Day Industrial and Part-time Cooperative Schools were conducted in the following areas: Academic, Related, Auto Body, Auto Mechanics, Cabinetmaking, Carpentry, Draftsmen, Electricians, Electronics, Machinists, Metal Fabrication, Painting and Decorating, Patternmaking, Printing (Graphic Arts), Plumbing, Upholstery, and Guidance. In the academic conference, the accent was on curriculum development in Reading, Language Arts, Composition, Poetry, Social Studies, Mathematics, and Physics.

General Motors Corporation provided their training facilities in Dedham and their entire staff of regularly employed instructors to meet with the teachers of Automobile Repair, Auto Body, Major Electrical Appliance Repair, and Electronics for purposes of curriculum revision. The Chrysler Corporation, Bear Manufacturing Company, Ford Motor Company, and the Volkswagon Corporation also performed similar functions in diversified fields of auto mechanics.

One of the more interesting curriculum development efforts - which also was a teacher-training project - was a special course entitled "Physics and Science Programs for Vocational-Technical High Schools" and conducted by the Vocational Bureau for the first time, at the Blue Hills Regional Vocational-Technical School during the 1966-1967 Spring Semester. Specific attention was directed toward the following areas: (1) The newer science curricula and the changes they present to the entering vocational student, over the last ten years; (2) teacher training opportunities supported by the National Science Foundation; (3) the intensity and depth of the science instruction for vocational-technical students; (4) experiments to train the student to observe prior to his beginning work on a project; and (5) visits to productive science laboratories. Working with these teachers has given the State Supervisory Staff a better insight into the problems that vocational teachers face in teaching their students related science topics. This experimental

project also provided the State staff with greater insight in determining how they might be of greater assistance in helping the Commonwealth's related and shop instructors to improve their backgrounds in the sciences. The basic principles of the physical sciences have application to every field of vocational-technical education. If the Vocational Bureau can make related and shop instructors more aware of how these principles explain trade processes with which they work, and which they teach, it will have accomplished some realistic teacher improvement and will have contributed significantly to curriculum development in Massachusetts.

There was progress in other areas of curriculum development during Fiscal 1967. The entire Licensed Practical Nurse curriculum underwent initial revision which is still continuing. The State Supervisor of Distributive Education attended the National Clinic on Curriculum Materials Development in Kansas City, Missouri, on January 17 - 19, 1967, and much of the material gathered there is being incorporated into Massachusetts' Distributive Education program. The State Supervisor for Agricultural Education conducted a one-day colloquium on curricular change for Vocational Agriculture at New Salem, an academic workshop in curriculum development at the Bristol County Agricultural School, a duplicate of this at the Norfolk County Agricultural School, and additional workshops at the latter school in Farm Mechanics, Animal Science, and Plant Science curriculum design. Curriculum efforts in the Newton Project and in the Quincy - A.I.R. Technical School design project (described in the U.S.O.E. 1967 projected activities plan) are continuing successfully with Vocational Bureau cooperation. The Vocational Bureau also conducted a National Conference on New Educational Curricula for Sub-Professional Personnel in the Health Services, in Boston on October 3 - 5, 1966, under a U.S.O.E. section 4(c) grant. Authorities in various fields concerned with health occupational training discussed new patterns and course content for health technicians and curriculum materials used in the Springfield Trade High School and Technical Institute's health occupations project were disseminated nationally.

Also, as noted previously in this report, the final curriculum for the regional Distributive Education Teacher Training course at the University of Massachusetts was completed during the past year.

Finally, it should be reiterated that curriculum development and revision for all vocational-technical programs which the Vocational Bureau supervises in the Commonwealth is a necessary and continuing activity of all school staffs, these modifications undergoing regular evaluation by local advisory committees for each trade area.

Research; leadership training; experimental, development and pilot programs

Research in vocational education, as such, is not performed by the Bureau of Vocational Education - nor are the widely scattered and diversified projects (in public and private institutions, with many types of funding) coordinated by the Bureau. The former would have been true in any case, since the Research Coordinating Unit for Vocational Education was not designed to perform research, in the usual sense of the term. However, the latter is now true because, in November of 1966,

the R.C.U. was assigned to the new Division of Research and Development. Consequently, the objectives stated for research in the U.S.O.E. Fiscal 1967 projected activities plan are mostly deferred. The R.C.U. is first concentrating on establishing a complete data bank for vocational education and has contracted with the Federal Electric Corporation to install a State-modified version of the V.E.I.S. The Vocational Bureau is cooperating in this venture.

Leadership Training Courses were conducted in Techniques of Supervision, Work Simplification, Instructor Training, and Conference Leadership for thirty companies, at eighteen different locations. The number of individual supervisors enrolled in these programs was 676, during Fiscal 1967.

Although the Vocational Bureau does not pursue research as such, it is responsible for program development and planning, which does involve it in various innovative projects. All of the projects listed immediately below involve applications of educational research, but are considered by the Bureau to be pilot or developmental endeavors:

Planning for new Regional Vocational-Technical or other vocational schools.-As noted in a previous section of this report, the Bureau is involved in every phase of planning and construction of these schools. Prior to any planning for a given school, the Bureau conducts a manpower demand and prospective use survey of the proposed region. Tentative curriculum and space requirements are also included in the final survey publication. Several regional surveys were put into final form during Fiscal 1967, but two additional surveys were performed for individual city schools: Leominster and Somerville.

Quincy - A.I.R. Project-The Bureau continues to cooperate in the curriculum development phase of this nationally-known effort to design and build a new-type vocational-technical school "from scratch" - meaning: starting with occupational-cluster analysis in eleven occupational areas, on-site in the industries, proceeding from that to operational definitions of educational objectives, from these to detailed curricula, and thence to the design of the institution itself. The Bureau recently funded an experimental teacher-training program for those instructors in Quincy who are now using the newly developed instruction media and techniques.

Harvard-NEVDS Project-(Information System for Vocational Decisions) - This project (as the one above in Quincy) is a U.S.O.E.-funded effort which has received national publicity. The Vocational Bureau is involved in this effort to devise a computer-based occupational information and guidance system, and continued to serve it during Fiscal 1967, by having one of the Bureau staff on the Advisory Committee of this project.

Newton Programs-Bureau administrative and supervisory staff continued to assist in the development of special occupational programs for disadvantaged students in the Newton Public Schools. It also funded two innovative occupational guidance projects in the same system: (a) the development of an occupational information and guidance center, on a pilot basis; and (b) the design and performance of a comparative follow-up study of

graduates from both the Newton academic schools and the Technical School. These two projects were combined with a third, related, project which established a special placement service, in cooperation with Newton merchants and the three, together, are now being welded into a unique "Career Information Service" which will serve as a model for similar installations throughout the United States. The Bureau is considering a proposal from the Newton groups working on this to publish complete documentation of this effort and guidelines which will afford detailed instructions on how to establish similar services, elsewhere.

Fitchburg Regional Occupational Guidance Institute-This project, funded by the U.S.O.E., was administered and presented jointly by the Vocational Bureau and Fitchburg State College (see section above). The design of the program approached that of a demonstration project in that the participants were allowed to alter some of the Institute's procedures and were later polled so that their reactions could be included in the final report which was filed with the U.S.O.E.

National Health Occupations Conference-This three-day conference was sponsored also by the U.S.O.E. and was completely designed and administered by the Vocational Bureau. It's theme was "New Patterns of Education and Training for Health Technicians" and the results of the conference, including curricula and program-design recommendations, are currently being disseminated.

The Division of Research and Development's V.E.I.S. Project-The Vocational Bureau began cooperative efforts with the above division of the State Department of Education to develop a complete data bank on vocational education in Massachusetts, patterned after the Federal Electric Corporation's national system, and set up to provide up-to-date information and feedback between the State Office, the local schools, and the Federal Government. Massachusetts is the first State to adopt this system, other than the locations where the V.E.I.S. was originally field-tested. For this reason, it will serve as a test case to determine whether and how the generalized system can be adapted to an individual State's needs.

Evaluation of programs and activities

Evaluation of programs and activities is a major, continuing, function of the Vocational Bureau, as a whole. The Bureau, for years, has had a legislative mandate to supervise all local programs which receive State funds, according to ten control factors (e.g. teacher approval, curriculum, equipment, et cetera). Its supervisors visit each school periodically and assess the various vocational programs. In addition, the local advisory (and in some cases, the State advisory) committees for each trade meet periodically to evaluate and modify programs within their purview. This is what is meant by evaluation in Massachusetts, in a conventional or usual sense, and this sort of activity continued throughout Fiscal 1967. However, again it must be noted that the Vocational Bureau has no authority whatsoever to supervise post-secondary technical programs which are underway in the Community Colleges. These are under the State Board of Higher Education and, although the Vocational Bureau Director (as State Director of Vocational Education) approves the use of federal

funds for such programs, no official provision or formal agreement has been reached between the two State Boards of Education to allow the Bureau to check how these funds are being used in the Community Colleges.

However, evaluation during Fiscal 1967 and part of 1968 has taken on a new dimension, because of the necessity for providing the U.S. Congress with a nationwide evaluation of vocational-technical programs by January 1, 1968. In cooperation with this effort, the Vocational Bureau has taken several steps and has embarked on several activities on a national level. First, as mentioned above, the Bureau and the Research and Development Division are collaborating on the State's version of the V.E.I.S. - which will provide the basis for any concrete evaluation which will follow during this year. Second, the Bureau has secured the evaluation schemes and formats from both Connecticut and Pennsylvania in hopes that they may be quickly and effectively adapted for use in Massachusetts. Externally, the Bureau has been keeping track of National efforts at evaluation, through the efforts of the Bureau Director who serves on the advisory or steering committees for both the Ohio State Evaluation Project and the University of California at Berkeley State Vocational Education Administration Evaluation Project. In August of 1966, the new regional vocational-technical school at Greater Lawrence was the site of the visit to Massachusetts by the latter group. The Bureau Director arranged for a wide cross-section of the State's educational, industrial, and legislative leaders to be in attendance.

Finally, it should be noted again that the Massachusetts Advisory Council on Education is conducting a special year-long study of vocational education and will coordinate all in-State efforts to evaluate such programs, at least during the coming year. This study, which was planned during Fiscal 1967, will have the complete cooperation of the Vocational Bureau and its staff. Several meetings of representatives of the Advisory Council's special Vocational Education Study Committee, the Research and Development Division, and the Vocational Bureau have been held to coordinate the various aspects of their evaluation programs during the coming year.

Legislation enacted that affects vocational and technical education in Massachusetts.

The main legislative changes which are affecting vocational-technical education were those laws (Chapter 572 and 14, 1965 and 1966, respectively) which were described in previous reports. The first caused the split in authority over vocational education at the end of the twelfth grade, and the second deprived the local vocational schools of their direct, fifty percent, reimbursement for net maintenance costs. The total effect of Chapter 572 was still being debated and negotiated during Fiscal 1967. However, in the meantime, several other bills of considerable importance were introduced and several are now law. In some of the following cases, bill or chapter numbers are not available:

H. 506 was introduced to restore both the fifty percent categorical aid deleted by Chapter 14 and the fifteen percent bonus to all school districts which regionalize - which was also deleted by Chapter 14. The bill was reportedly favorably out of committee but was held up when H. 4427 (Continuation of the State Limited Sales Tax) included the restoration of

the fifty percent as an amendment. This amendment was stricken from the bill in Senate committee after being approved by the House. H. 1373, again aiming at restoring the categorical aid was then introduced, passed by the House and another bill (S. 1410) has been introduced by the Senate. This sequence of events shows that the State's local vocational educators conducted an intensive campaign in the legislature during Fiscal 1967 to regain the financial advantage which all consider to be imperative for the future growth of Massachusetts vocational education in the public sphere.

A bill was passed by the legislature and signed by the Governor to delete the age maximum of fifty years for hiring new, permanent vocational instructors. In general, it is not expected to have much effect since vocational teacher recruitment in the predominant Trade and Industry area has been enjoying considerable success. However, it may have a beneficial effect in the Health, Agricultural Related, and Special Needs fields of vocational-technical education.

A bill was presented by the Governor to the General Court to allow the Board of Regional Community Colleges to accept part of the Springfield Armory from the U.S. Government for conversion into a 3000-pupil technical institute. The same bill allows placing the existing Springfield Technical Institute (including the nationally praised Springfield Health Occupations project which the Vocational Bureau has been helping to develop and fund) under the above board - which in turn is under the new State Board of Higher Education - thus effectively removing it from supervision by the State Board of Education and the Vocational Bureau. Bill passed and signed by Governor.

A bill was passed and signed allowing the County Agricultural and Technical Institutes to again receive state financial aid (an inadvertant omission in Chapter 14 of 1966) and also to have their fifty percent categorical aid restored. This restoration set the precedent for the current bills described above.

A bill was passed and signed (S, 78) authorizing the construction of a distributive education building for instruction in marketing, food distribution and other Distributive Education areas, at the Essex County Agricultural and Technical Institute. Cost will be $675,000 and ground breaking will be next month.

> Activities or accomplishments regarding cooperation with other agencies, such as welfare, employment service, etc., including activities in relation to agreement between the State Board of Education and the State Division of Employment Security.

Before proceeding with this section, the reader should note (as previously mentioned) that many cooperative arrangements which exist have already been described elsewhere in this report and will not be repeated here.

Undoubtedly, the major agency with which the Vocational Bureau has established close and effective relationships is the Massachusetts Division of Employment Security, the State branch of the U.S.E.S. The State Plan specifies that the Division of Employment Security will submit regular information to the Bureau on job openings and the Bureau, in turn, will supply the Division of Employment Security with data on school graduates from occupational programs. Not only does this sort of upper-level exchange occur, but the branch offices of the Division of Employment Security throughout the Commonwealth are consulted on program developments by the local vocational schools, prior to the initiation of new courses. The Division of Employment Security not only affords extra placement services for vocational schools, but during Fiscal 1967 was important in several special needs programs by finding part-time jobs for such students.

Some of the other agencies with which the Vocational Bureau worked cooperatively during Fiscal 1967 and a brief explanation of such cooperation are as follows:

Public Welfare Department - The Vocational Bureau jointly with the Haverhill Branch of the Public Welfare Department developed and offered a course in Custodial Training for recipients of public welfare funds. Twelve of the fifteen persons trained accepted employment and were removed from the welfare rolls. The State Board of Public Welfare was also notified of this program and discussions took place with that board regarding other similar programs.

In the Work-Study Program - The Vocational Bureau and local vocational schools worked closely with a number of State and Federal agencies to provide work for students in these programs. Some of these were: The Veterans Administration, the U.S. Internal Revenue Service, the U. S. Post Office, and the State Registry of Motor Vehicles.

Department of Public Health - Cooperatively sponsored, organized and implemented workshops for both professional nurses and licensed practical nurses. Hospitals, special clinical agencies, social agencies and other professional groups were also involved.

State Board of Higher Education, State Board of Regional Community Colleges - Lengthy, in-depth, discussions concerning the future administration of post-secondary technical education in the Commonwealth; joint approval of occupational programs in the Community Colleges.

State Department of Labor and Industries, Bureau of Apprenticeship Training - Programs in cooperative program and apprenticeship related.

Division of Research and Development, State Department of Education - Implementation of R. C. U. grant, development of data collection/dissemination system for Massachusetts vocational system.

State Advisory Council on Education - Preliminary discussions and cooperation in planning this year's statewide study of vocational-technical education by the Council.

Overview of Massachusetts Vocational-Technical Education

Outstanding features of the program

In the realm of facilities, by far the outstanding feature is the continued emphasis on and expansion of the regional vocational-technical school program in all sections of the Commonwealth.

In the realm of programs, the most notable aspect is the strong trend toward diversification of offerings, in all occupational areas. In the past, one program (e.g. automotive mechanics) would suffice. Now, many specialties are offered within the context of the occupational cluster.

Also in the program area, another feature during Fiscal 1967 was the strengthening of the trend toward accelerated development of what once were marginal vocational areas of instruction in the State program: Retail Sales, Food Distribution and other new Distributive Education occupations; the newer Health Occupations, particularly at the post-secondary level; agricultural related fields such as Horticulture, Landscaping and Turf Management; and, the proliferation of courses in "dual" fields, such as Distributive Education-Agriculture.

In the realm of teacher training, a feature during Fiscal 1967 was the lengthening and strengthening of the various preparatory programs, plus renewed and badly needed emphasis on basic teacher preparation in Mathematics and Science, particularly for the related and shop instructors.

Legally, the outstanding feature was the continuation of the trend toward redistribution of authority over various levels of vocational-technical education such as post-secondary, business education, and others.

Perhaps, the most outstanding new feature of vocational-technical education in Massachusetts during Fiscal 1967 - one which covers all of the above areas - is the rapid development of the Community College's occupational training programs and the equally speedy assumption of responsibility for all post-secondary technical education by the Board of Regional Community Colleges.

Major strengths of the program

Undoubtedly the major strength of the State's program in vocational-technical education is the continued interest of the citizenry in communities throughout the Commonwealth in offering the most up-to-date kinds of training. This interest, fortunately, extends to the citizens' representatives in the State House - which is another growing strength and to representatives of industrial labor and management, who serve on State and local advisory committees, these being still another major source of strength. This public support is evidenced by two major developments, which in turn are strengths for now and the future.

The growth of the regional vocational-technical schools to serve all State geographic areas and all types of students - thus serving as multi-purpose, multi-occupational skill training centers - will

increasingly provide the backbone of strength for that part of vocational education which has traditionally been the major concern of the Vocational Bureau: The well-known fields specified in older Vocational Education Acts, at the secondary level. Whether they will similarly provide strength in the post-secondary extensions of the traditional trade areas will not be known until the specific responsibilities for this level are determined.

The growth of the Commonwealth's Community College system will provide the major strength in the future (and is a significant source of strength, presently) in the area of post-secondary, technical and business/office education - the many emerging and highly sophisticated occupations which lie just below the fully professional level of competence.

A special note - Whether the strengths described in paragraphs directly above, compliment and augment each other - or compete against and partially negate each other - will depend on the efficacy and realism of deliberations which began in Fiscal 1967.

Almost as basic a strength as the commitment of the individual communities to vocational education is the quality of the schools' programs, teaching staffs and local directors. These inputs to the State's vocational education system are of almost uniformly high quality, and perseverance - in that many continued to expand and improve their quality when the General Court curtailed its financial responsibility during the past two years and when the entire vocational system was under attack during the past three years.

Unmet needs and problems in the program

At the State level, in the administrative realm, the great difficulty in recruiting qualified, professional personnel for the supervision of vocational programs is a severe and immediate problem. Able staff members are gradually leaving and are not being replaced, because of the low salary scale (compared to opportunities in local and regional schools) and the feeling that the prevailing de-emphasis of traditional Bureau functions represents a lessening challenge to the committed Vocational Education professional.

The shortage of Vocational Bureau supervisory staff has created a problem in the matter of providing adequate supervision of - and, more important, leadership for - local vocational schools.

State laws concerning vocational-technical education (or lack of appropriations) give the state-level administration and the Department as a whole very little initiative in establishing new vocational programs. This is a severe lack when as is presently the case, there is a real need for special-purpose State-operated institutions (e.g. regional, multi-occupational, short-unit skill training centers aimed at the socio-economically disadvantaged) which will supplement the local school programs.

The splitting of authority between the two State Boards of Education for the administration of post-secondary vocational-technical education has not only caused a most undesirable hiatus in the planning of such programs in the new regional vocational-technical schools, but is, in itself, evidence of a long-standing lack of either coherency or cohesiveness among the several educational units of the Commonwealth which have some stake in vocational-technical education. If such collaboration and understanding had been successfully fomented in the past, the new law which is presently causing much dislocation might never have been passed - indeed, might never have appeared to be necessary.

The lessened and lessening status of the State Director of Vocational Education within the heirarchy of the State Department of Education (e.g. The Director has equal rank, for instance, with the Director of the Bureau of Library Extension, with five new Assistant or Associate Commissioners above him and between him and the State Commissioner of Education) has caused administrative awkwardness and hesitancy, as well as lower morale among the Bureau's staff.

The questions involved in providing sound vocational education for both "special needs" students and the large majority of secondary pupils who are presently in the "gray area" are largely unanswered. Furthermore, it is very difficult to get the conventional (if able) vocational educator to see this as largely his problem (whether it should be or not) or to consider new patterns for providing such education to many more students. It is entirely possible that, as good as regional vocational-technical schools and community colleges may be in the future, they will not answer the total needs of all students, by themselves. The problem and the need may be restated as follows: Although such efforts as the M.I.T. Vocational Education Study are helpful, no overall systems study or comprehensive planning for all phases (and clients) of vocational-technical education in Massachusetts has ever been performed. Whether the Advisory Council on Education's upcoming Vocational Education Study accomplishes this remains to be seen; but the need is currently critical.

The present problem of insufficient data on local vocational school operations and intents should be solved if the new Massachusetts V.E.I.S. proves practicable. However, currently, this is a problem.

Geographically, the City of Boston presents the most severe problem concerning the shortage of facilities (i.e. unmet needs). A survey and tentative plan for a combined multi-occupational skill training center and technical institute have been finished by the Vocational Bureau and presented to the Boston School Committee, which is considering these documents. However, the unmet needs of alienated youth are serious in Boston, as they are in other urban centers throughout the United States.

Vocational Youth Organisational Activities as they relate to the program of Vocational Education.

Unfortunately, there is no vocational youth organisation in Massachusetts for Trade and Industry students (e.g. V.I.C.A.). These students make up the bulk of the Commonwealth's day vocational school population. Therefore, this represents a serious gap in the overall program. The need has been seen clearly by the Vocational Bureau, but the aforementioned shortage of state supervisors has made it impossible to assign a man to this activity, to date.

However, Massachusetts has other vocational youth organizations which are most active. The Fiscal 1967 activities of these were as follows:

Future Homemakers of America

The Massachusetts Association of Future Homemakers of America showed continued growth during Fiscal 1967. Total membership and the number of chapters both doubled.

The Quabbin, Massachusetts, Chapter of the F.H.A. entertained 250 members at the State Fall Meeting. This meeting was held cooperatively with the Future Farmers of America and the major address concerned the International Farm Youth Exchange Program.

The State Association also had an exhibit at the Eastern States Exposition, in Springfield, in conjunction with the National Association's twenty-first anniversary.

A Leadership Training Meeting was held for the first time, at the Framingham State College and is now expected to be a yearly project for newly elected State Association officers. The Annual Spring Meeting and Election of Officers was also held at the Framingham State College, with 215 persons attending this two-day conference.

Fourteen State F.H.A. Association members also attended the National F.H.A. Annual Convention in Los Angeles, California.

Future Farmers of America

The Massachusetts Association of the Future Farmers of America, Incorporated, participated in many local, state, and national activities during Fiscal 1967. These were:

Massachusetts State F.F.A. Leadership Camp.

Regional activities at Eastern States Exposition and the New England Leadership Workshop conducted by the National Office.

Fall and Spring Judging Contests held at the University of Massachusetts and at three County Schools.

District Leadership schools for local officers of the F.F.A. were held at New Salem, Worcester, and Essex County.

Massachusetts State F.F.A. Convention.

Distributive Education Clubs of America

The Eighth Annual D.E.C.A. Leadership Conference was held at the Somerset Hotel, Boston, Massachusetts, on March 26, 1967. The State Senior Supervisor, a staff member of the Vocational Bureau, was responsible for organizing the State D.E.C.A. Convention, which was attended by 800 D.E.C.A. Students. Sixty-eight merchants acted as

judges of the contests, joining school officials who attended this largest State D.E.C.A. Convention to date. Massachusetts has 100 percent membership in D.E.C.A.

The State Senior Supervisor attended both the D.E.C.A. Post Secondary Leadership Conference in Chicago on April 23 - 26, 1967 and the National Leadership Conference of D.E.C.A. (High School) which followed on April 27 - 30, in the same city. Winners in the State competitions were invited to go to Chicago to enter the National Contests. Fifty-three Massachusetts D.E.C.A. students and twelve teacher-coordinators attended the National Leadership Conference.

National and regional honors were received during 1967 by members of the Massachusetts D.E.C.A.: (1) A Salem student, who was formerly a National D.E.C.A. Vice-President, was awarded college scholarship - which the student will use to attend Salem State in preparation for becoming a Distributive Education teacher; (2) A Beverly student served as National Secretary-Treasurer of the National D.E.C.A. Post Secondary Division during Fiscal 1967 and received a letter of commendation from the Program Director; (3) A Peabody student was elected National D.E.C.A. President at the Chicago Conference and was subsequently presented with an achievement citation by the Governor of Massachusetts and was further commended by other State officials; and (4) A second Peabody student was elected Vice-President, North Atlantic Region of the Post Secondary Division of D.E.C.A.

In addition, the Sears Roebuck Foundation made a total grant to support the Eighth Annual D.E.C.A. Conference and to award the outstanding student in each State D.E.C.A. Chapter. The Retail Trade Board awarded certificates to the Cooperative Merchandising students of Boston during an award luncheon held at the Harvard Club of Boston on April 18, 1967. Ninety students received these certificates. Finally, Sales and Marketing Executives honored the D.E.C.A. winners of the marketing projects performed under the auspices of the S.M.E. and the Massachusetts D.E.C.A. organization at a special luncheon. A special citation was awarded to Lowell High School for its contribution to the project.

State Advisory Council and other advisory committee activities as they affect the Vocational Education Program.

All local trade unit and other vocational programs have advisory committees which meet regularly and have done so successfully during Fiscal 1967. Several of the occupational areas, as Health Occupations, have State Advisory Committees which usually meet quarterly. As an example, the State Advisory Council for Apprenticeship Training have met on several difficult problems involved in this type of vocational education and these meetings have resulted in recommendations for attracting members of minority races and other socio-economically disadvantaged students into the apprenticeship programs. One of these recommendations which has been implemented and has proved most successful is the Pre-Apprenticeship Preparatory Class.

The State Advisory Council for Vocational Education, which now serves in lieu of a State Board for Vocational Education, according to the provision in P.L. 88-210 and as specified in Chapter 572 (Massachusetts Statute), did not meet during Fiscal 1967.

Additional Significant Information and Materials available from Vocational Bureau files.

Somerville Survey of Vocational Education - September 1966

Leominster Survey of Vocational Education - December 1966

Summer Institute for Vocational Counseling and Guidance Personnel -- November 28, 1966

A Conference on New Educational Curricula for Sub-Professional Personnel in Health Services - May 1, 1967

Annual Vocational Summer School Conference conducted by the Bureau of Vocational Education at State College at Westfield - June 26 - June 30, 1967

Annual Vocational Summer Conference for Teachers of Girls Day Industrial and Evening Practical Arts Schools conducted by the Bureau of Vocational Education at State College, Westfield - June 26 - June 30, 1967

Professional Improvement Conference for Teachers of Home Economics Education, State College, Westfield - June 26 - June 30, 1967

Annual Vocational Summer Conference on Reading, English and Social Studies conducted by the Bureau of Vocational Education at State College At Westfield - June 26 - June 30, 1967

Health Occupations Conference - Bureau of Vocational Education - June 26 - June 30, 1967

Distributive Education

ANNUAL REPORT

Division of Research and Development

Year Ending June 30, 1967

Bureau of Research and Statistics

Orientation

The first three months may be characterized as orientation to the Division of R & D by the Division head and by many of the staff. Orientation also resulted from the transfer of two major phases of the Division to the R & D Center off Route 128 in Woburn.

Many of the accomplishments of the year must be credited to the previous planning, project development, and preparation for the Woburn facility. This planning reflected the leadership of Mr. Raymond Dower and the co-operative assistance of many members of the Department such as Mr. Lambert, Dr. Torosian and the Commissioner's office.

The period of transition from 200 Newbury Street to computer installation at Woburn spanned the months of July through November. Full utilization of the computer was not realized until the spring of 1967.

Within the period of this report and including a relatively few months preceding, an almost entire change in personnel took place. Only three supervisors (Crowley in publications, Myers in data processing, and Turo in the area of finance) remain from the original staff. Supervisors Torosian and Derouin accepted other professional assignments; Mr. Dower, the experienced Bureau Director of the Division was seriously ill and later deceased; an Assistant Commissioner, experienced in education but not in state service, was appointed; and nine new professional personnel were appointed during this period. If it were not for the efforts of the few experienced supervisors, the efforts of Mr. Dower in the light of serious personal difficulties, and the assistance of a few dedicated members of the clerical staff in assisting all new personnel in meeting requirements of their new assignments, the present level of production could not have been realized.

Such frequent personnel changes during a brief period and during a period of frontier activities, cause the present Division head much concern regarding the personnel structure and policies of the Division and of the Department as a whole.

Systems Development

The Division is responsible for the development of five information systems --finance, pupils, curriculum, staff and facilities. At the present time, completion of the systems to the anticipated level would be as follows: finance, 80 percent; pupils, 30 percent; curriculum, 20 percent; staff, 50 percent; and facilities, 10 percent. With the exception of the facilities system, a staff member at the supervisory level has been assigned respon-

sibility for each of these areas. It is the particular responsibility of the Bureau Directors and Supervisors to plan for the integration of these systems to provide data and information related to the mandated responsibilities of the Division and The Department and to the educational needs of the State.

Report Responsibility

Major report responsibilities of the Division include the following:

Fall Statistical Survey (Enrollment)

Financial and Statistical Survey

Salary Surveys

N.E.A. Estimates (Enrollments and Finance)

U.S.O.E. Estimates and Reports

Fall Schoolhousing Report

Library Report (Title II)

Racial Survey

Physically Handicapped (SPED 39)

Teachers Supply and Demand Study

Facts Booklet

Public Law 874

Public Law 89-10

Special Education (SPED 5 and 15)

State Aid Entitlement

Transportation (Financial and Statistical Report)

Tuition Rates for State Wards

To the above will be added special reports on Vocational Education stemming from the RC Unit, Elementary and Secondary Curriculum Surveys, various reports from the New England Educational Assessment Project and the report publications of the Directory and Facts Booklet.

With the exception of the Directory and Elementary and Secondary Curriculum Surveys, report schedules have been met and plans for the current year indicate advancement in report output. Extensive study has been involved in

the Elementary Curriculum Survey and the proofs are now available for the immediate publication of an extensive Digitek survey to be conducted in fall of the 67-68 school year. Publication output of the Division has vacillated from a few successful but crash publications to general slow-down in publication output. Certain mandated publications have been produced on schedule, but numerous research reports and individual publications have not been made available.

Lack of copy preparation and technical personnel have been key factors in this condition. Also, a reduction of production personnel due to unsatisfactory salary conditions has influenced this situation. During the year, however, consultant design assistance has been obtained, additional professional staffing has been secured, and, if technical personnel can be obtained to complete varityping tasks, there is a possibility of some improvement during the coming year. Perhaps the reorganization of the printing area into a Public Information Bureau (although not officially reorganized as such) will result in future progress.

Field Services

Perhaps one of the strongest contributions of the Division to the State has been the effective field services offered by Dr. Randall in assisting individuals and systems in the design of projects; Mr. Turo and the accounting staff in the conduct of financial workshops and in the consultant services offered by them to school administrators at the Woburn Center and in their own communities; and Mr. Perkins in consulting with school systems regarding the establishment of data processing systems throughout the State. It is of interest to report that approximately 70 school systems now have data processing equipment ranging from minimal keypunch installations to computers located in Boston, Newton, Springfield and contemplated computer locations in key vocational technical schools throughout the State

Related to the Field Service responsibility has been the extensive use made by educators and other state personnel of the facilities, and particularly the conference room, at Woburn. The R & D Center has been visited by some 100 to 200 people per month for conferences and consultations. The Center has also been used by groups representing other Divisions of the Department. It has been the intention of R & D administration to increase communication and service to other Divisions of the Department. Some success appears to have been achieved in this area.

New England Educational Assessment Project

An opportunity has been provided the Department to serve as a key processing unit for the research studies conducted by the New England Educational Assessment Project. This Project, initiated by representatives of the six New England States, is receiving significant national recognition as it is one of three major projects of its type in the Country (i.e. the National Assessment Project, the Mid-Western Regional Study and the New England Educational Assessment Project). The activity of the New England Assessment Project has so paralleled the mandated responsibilities of the Department and its R & D Division that double values have accrued from the Department's involvement with this Project. Extensive progress has been made in the staff information system due mainly to the impetus and application of the

staff study conducted by the Project throughout the New England area. Contribution of the Project included not only the development of forms, but also funds contributing to the analysis of the data for Massachusetts as part of the New England study. Values will accrue from this during the year as reports will be published on such items as teacher-load, salary, certification, teacher aides, guidance, social studies and possibly reading.

While some slight irritation has been noted on the part of other states because of the key role played in this study by Massachusetts due to its possession of the computer, extensive efforts have been made to cooperate not only with the study but with the other New England States, and it is hoped that this interstate cooperation will never decelerate. Continued efforts by Massachusetts to establish a position of leadership in New England will be of significance in its responsibility to exert increased influence on the national scene.

There is some doubt as to whether this Project (NEEAP) will continue after June 30, 1968. Plans must be considered immediately within the Department to continue on an individual state basis the studies now in progress. However, the fiscal limitations of the Department place the Division in a precarious position with reference to capitalization upon achievements made to date.

Division Relationships

One favorable item receiving consistent endorsement is the cooperative relationships existing between the Department through its R & D Division and such other State Departments as Corporations and Taxation, State Treasurer's Office and Administration and Finance (Comptroller's Office). Tangible results reflected in the interchange of data and information have been of mutual benefit to the Departments involved.

Efforts have been made, to some extent successful, to bring about a closer relationship between the Department and colleges and universities. Specific instances of this may be illustrated by (1) the planning of an internship program with Northeastern University; (2) visitation to the Division's R & D Center by graduate groups from Boston University, Northeastern University and Assumption College; (3) involvement by staff members in lecture situations to graduate groups at Tufts University and University of Massachusetts; and (4) representation of the Department at various professional associations throughout the State. Particular responsibility by Division personnel is noted in the Massachusetts Association of School Business Officials, the School Secretaries Association, Massachusetts Data Processing Association, and the Council on Educational Data Systems.

Continuance and expansion of the above must occur, as such relationships have long-range implications for the recruitment problems of the Department and for application of Department service and influence throughout the State.

Title X subcommittees, administrators and educators throughout the State working under leadership of Division personnel illustrate another instance of effective Department relationships with the field.

Planning and Development

While Research and Development has a particular planning and development responsibility, a dichotomy appears to exist between the planning potential and the fruition of such plans. It is important to note that in the proposal for establishment of the computer installation, relationships with regional centers through terminals were observed. Some plans have been developed for such relationships, but budgetary provisions for the implementation of such systems appear to be missing.

Attention is being given in planning to the need for increased computer capacity, development of data transmission pilot project with network system implications, greater variety of publications attuned to varying levels of statistical report sophistication, and attention to more qualitative evaluation and analysis of educational conditions existing within the Commonwealth. This last may be illustrated by the interest of R & D in integrating guidance and test data, at least on a sampling basis, with enrollment and curricula data to evaluate the effectiveness of curricula offerings in selected educational programs.

As attention is given to planning and development responsibilities, two significant problems come to the fore. These are first, the need for continued attention to long-term fiscal planning involving both State and Federal funds; and second, attention to a matrix of factors affecting the esprit de corps of professional and staff personnel. Of course, salary level (now not at all competitive with school systems, colleges or industry) is a major element needing revision. However, the total professional image of the personnel in the eyes of the public whom they are serving and their own self-image as reflecting a kind of professional savoir-faire or status must be given paramount consideration by Departmental leadership from the Assistant Commissioner through Board level.

In conclusion, it is the sincere belief of the Assistant Commissioner in charge of this Division, that if fiscal responsibilities can be met, the contribution of the Division to the Department and resulting State contributions can reflect achievements hardly contemplated by existing personnel.

ANNUAL REPORT

School Building Assistance Bureau

Year Ending June 30, 1967

PROJECTS APPROVED

As of June 30, 1967, the School Building Assistance Bureau had approved 1,477 school construction projects, 346 in 38 cities, 1,060 in 271 towns, 67 in 50 regional school districts, and 4 in 3 counties. The total of the estimated approved costs (exclusive of the costs of site acquisition) of these 1,477 projects is about $1,153,370,000; the total state aid will be about $464,292,000.

STATE CONSTRUCTION GRANTS

As of June 30, 1967, $191,906,089.94 had been certified on 1,433 projects, 336 in 38 cities, 1,029 in 268 towns, 65 in 49 regional school districts, and 3 in 2 counties. The total of the estimated approved costs of these 1,433 projects is about $1,089,393,000; the total state aid is about $432,314,000. Total certified fiscal 1967 is $24,542,396.

REGIONAL SCHOOL DISTRICTS

As of June 30, 1967, sixty-seven regional school districts had been established in Massachusetts. Six were established since July 1, 1966. Forty-five regional school districts were in operation, of which fourteen had additions completed or under construction; six new regional schools were under construction; fourteen were at various planning stages; and two regional school districts were defunct.

ANNUAL REPORT

BUREAU OF SCHOOL LUNCH PROGRAMS

Year Ending June 30, 1967

The Legislative authority for the administration and operation of the National School Lunch Program in the Commonwealth of Massachusetts by the Department of Education and the cities and towns of the Commonwealth is contained in Chapter 548 of the Acts of 1948 as amended. This act was designed to implement the operation of the School Lunch Act and to provide, as necessary, funds to supplement Federal funds. The Office of School Lunch Programs, with the approval of the Commissioner, designates the rules and regulations governing the operation of the program and requires such audits, surveys and Administrative reviews as may be necessary to determine whether the agreements and other regulations are being complied with and to ascertain that school lunch programs are executed effectively.

The National School Lunch Act was enacted by Congress in 1946 "as a measure of national security, to safeguard the health and well-being of the Nation's children and to encourage domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation and expansion of non-profit school lunch programs".

To carry out the intent of the act, the Office of School Lunch is divided into the following five sections: Administration, Accounting, Auditing, Distribution and Nutrition.

Each section is responsible for providing the greatest possible assistance to the local school administrators and school food service personnel in order that the school food service operates efficiently and effectively.

As in past years, increasing school enrollments and new school buildings have caused a natural expansion in the Direct Distribution, Special Milk and School Lunch Programs.

Another major factor during the fiscal year of July 1, 1966, to June 30, 1967, causing an expansion of these programs, was the passage of the Child Nutrition Act of 1966.

This Act extended the benefits of good nutrition to pre-school children, needy children, children traveling great distances by bus through the initiation of the Breakfast Program and Nonfood Assistance Program. This office assumed the responsibility of interpreting this Act to local school administrators and assisting them in inaugurating these programs in their communities.

School administrators look for and accept the many services offered to them by the personnel of the various sections of this office.

The philosophy that the school food service is part of the educational program is generally accepted by local school authorities and consequently

a greater number of cities and towns are assuming a rightful financial responsibility to the food service program.

At the close of the last fiscal year many programs had suffered losses due to the constantly rising food and labor costs. Requests from many communities were received by this office to increase the price of the Type A lunch. After a complete study of the operation of the programs in these communities, a decision was made. Price increases that were granted, allowed the Type A lunch to be sold to students for thirty cents instead of twenty-five cents.

This is the sixteenth year that the State Legislature, through the enactment of Chapter 538, has provided for the payment of deficiencies between the amounts available for the Federal Allotments and the maximum amounts which could be paid to schools. Through this enactment, it has been made possible to establish a cash reimbursement policy of $.09 for all type "A" meals. For the Fiscal Year - 1967 - $4,073,800 was paid to the schools in reimbursement payments from the State School Lunch Partial Assistance Appropriations.

ADMINISTRATION SECTION

The five positions of Field Nutritionists are filled so that we were able to nearly complete the requirement of making reviews of one-third of all schools in the program. Some reviews were completed by the school lunch supervisors, thereby making it possible for the nutritionists to give more time in assisting the supervisors to improve their operations. Combining the reviews of our nutritionists and the school lunch supervisors, the total for the year was 381.

Because there were no vacancies in our Field Auditing staff during the year, audits were performed at schools throughout the state and in many instances, the auditors were able to improve the supervisor's method of keeping the records and improving their program.

The position of Supervisor in Education has been filled by one of the local school lunch supervisors. We have been able to expand our plans in co-operating with the schools to promote nutrition education.

The positions of typists and stenographers have not been the problem to fill as in previous years. We were unable to promptly fill two positions of junior accountants which resulted in slowing down the approval of the school claims.

The distribution of commodities to the needy has continued to expand. We now have twenty-six communities in the program. The cities of Lowell and Northampton were two of the largest to begin distribution this year. There are sixteen commodities now available to the needy.

We have been advised that the Stamp Plan will be started and it appears that Boston, Cambridge and Springfield will be designated as participants. Under present regulations only one type of program can operate in a community so if a city that has the distribution program is accepted for the Stamp Plan the Direct Distribution Program must terminate.

Headstart, which is one of the Federal Government's Anti-Poverty Programs, has been most successful. The intent of this program is to prepare children who would be entering school in September to make the transition with greater ease. In most instances, these programs receive only commodities from this division.

The printing section made a total of 1,999,897 impressions during the fiscal year.

During the year, this section performed all duties and functions relating to the operation, supervision and responsibility of the programs under the guidance of the United States Department of Agriculture.

ACCOUNTING, AUDIT AND STATISTICAL SECTION

A total 2,746 public and private schools throughout the state submitted monthly claims for reimbursement during fiscal 1967. Our state audit staff audited and approved these claims for payment. Invoice warrants were prepared, authorizing the State Treasurer to issue about 900 checks monthly.

This office has contracts with 326 sponsoring agencies, which maintain overnight camps, day camps, nursery schools, and child-care centers during the summer. These non-profit organizations are reimbursed for each half-pint of milk served to children.

The Federal-State plan requires a yearly analysis of every school program to insure that they do not have an excess balance of funds. Our state auditors are required to compile an income statement and balance sheet for each program. Our field auditors are assigned to visit a particular program on the basis of this finding.

This office has prepared and edited an annual statistical report listing each community's participation percentages in the National School Lunch and Special Milk Programs. Figures were grouped according to the fourteen counties. This report reflects data on: 1) average daily attendance; 2) total lunches served; 3) total half-pints of milk; 4) total reimbursement payments to each community; and, 5) total weight and value of United States Department of Agriculture commodities for the fiscal year ending June 30, 1967.

The average state-wide participation percentage for lunches was 67.67% and 96.81% for milk.

Our field auditors completed 130 audits in the fiscal year. Detailed food analyses had to be prepared in some audits to determine quantity of food used and prices paid. This was to insure that the audited program had purchased sufficient foods, by type, to comply with National School Lunch regulations.

A summary copy of the auditor's findings was returned to each superintendent with a letter indicating the operation's profit or loss, its net worth, percentage of participation and ratio of food, labor and other expenses to a dollar of income. The letter outlined any program deficiencies.

Field auditors also visit summer camps and visit schools serving only

milk to insure compliance under the Special Milk Program.

The field auditors were on hand to help participants with individual fiscal problems at two one-week seminars at the University of Massachusetts and Stonehill College, as well as a three day School Lunch workshop in Boston. They also helped run these programs.

The National School Lunch and/or Special Milk Program has a 96.2% state average, with 2,746 schools in 338 of the Commonwealth's 351 communities participating.

State-wide, 82,006,450 "Type A" Lunches were served to school children in fiscal 1967 under the National School Lunch Program. This is a 4.3% gain of 3,374,392 "Type A" Lunches over fiscal 1966. Cash reimbursements for lunches amounted to $7,302,774.90, a 4.4% increase over the prior fiscal year.

A total $3,884,099.90 or 53.2% was expended from state appropriations for school lunch claims, with the remaining $3,418,675.00 or 46.8% from federal allotments.

A total 109,534,397 half-pints of whole, white unflavored milk was served to children as a separately priced item under the Special Milk Program. This figure does not include 82,006,450 half-pints served as part of the "Type A" lunch.

A total $189,699.73 or 5.2% was expended from State appropriations for Special Milk Program claims;$3,481,708.55 or 94.8% from federal allotments.

Both programs meant a total $10,974,183.48 expenditure in federal-state funds for claim payments to schools in the Commonwealth. This represented a 5.3% increase of $554,922.65 over 1966 fiscal year.

Table I indicates the comparative figures for 1943-1944 (first year of the program) and 1950-1951 to 1966-1967 fiscal years, in both public and private schools. Table II shows the scope of the National School Lunch, Special Milk and Commodity Distribution Programs pertaining to income from all sources connected with the programs.

COMMODITY DISTRIBUTION SECTION

The function of the Commodity Distribution Program is to secure, store and distribute donated foods made available to this State Agency by the United States Department of Agriculture.

It is the responsibility of this Office to provide proper protective storage for all commodities allocated, which is accomplished by utilizing space in four commercial warehouses located in key points of the Commonwealth.

During fiscal 1967, 30,805,290 pounds of food, valued at $8,339,077 were distributed to eligible recipients within the State. This represents deliveries made by 592 freight cars and truckloads to our warehouses.

In accordance with rules and regulations administered by the Federal and

State Governments, distribution was made to five recipient categories; namely, Schools, Institutions, Child Care Centers, Summer Camps and Welfare Departments.

A statistical summary of Weights and Value distributed during fiscal 1967 is as follows:

	CASELOAD	POUNDS	VALUE
Schools - Public - Private	818,822	19,445,343	$6,194,522
Schools - State		930,323	168,221
Institutions - Public - Private	37,327	828,450	131,294
Institutions - State		2,798,540	372,806
Child Care & Summer Camps	38,509	764,899	188,098
Public Welfare	80,520	6,037,735	1,284,136
	975,178	30,805,290	$8,339,077

Types of commodities distributed to all categories during this fiscal period were:

Butter, Bulk
Butter, Print
Cheese, Natural
Cheese, Process
Lard
Shortening
Margarine
Frzn. Turkeys
Frzn. Cut-up Chickens
Frzn. Ground Beef
Frzn. Beef Roasts
Frzn. Orange Juice
Cd. Chopped Meat

Cd. Beef w/Nat. Juices
Cd. Peanut Butter
Fresh Pears
Cd. Purple Plums
Cd. Peaches
Cd. Apricots
Cd. Applesauce
Cd. Dr. Prunes
Cd. Green Peas
Cd. Sweet Potatoes
Cd. Tomatoes
Cd. Green Beans
Cd. Pears

Cd. Grapefruit Sections
Milled Rice
Dr. Pea Beans
Dr. Milk
Bread Flour
A.P. Flour
W.W. Flour
Rolled Wheat
Corn Meal
Corn Grits
Dr. Split Peas
Dr. Raisins
Bulgur
Rolled Oats

NUTRITION SECTION

The Nutrition Section as in past years, continued to promote greater student participation in the lunch programs and to encourage more nutrition education activities in classrooms through administrative reviews, training programs and public relations.

The staff of nutritionists completed 260 Administrative Reviews and Lunch Analyses. To complete these reviews, lunch programs are visited, evaluated and technical assistance or advice is given to the school administrators, teachers and school lunch personnel wherever needed to improve, enhance or promote the program.

Performance Surveys were sent to a selected list of school lunch supervisors for self-reviewing. One hundred twenty-one were returned.

The total number of schools reviewed during the 1966-67 school year was 381.

With passage of the Child Nutrition Act of 1966, the nutritionists assisted many local school administrators in inaugurating the School Breakfast Programs, and with the Non-food Assistance Program.

One of the most important functions of the Nutrition Section is to plan, promote and execute training programs to provide technical knowledge to school lunch personnel enabling them to keep abreast with current needs and to progress with their growing and increasing responsibilities.

In August, a training program was conducted for cooks, bakers and general workers. This one-week program was held at Stonehill College, North Easton. Two hundred and fifteen school lunch employees from public, parochial and private schools attended.

"Training for Tomorrow" was the theme of the conference and practical cooking and baking demonstrations were presented by Mr. Sal Pasciuto, Technical Bakery Service Technician, H. A. Johnson Company, Boston, Massachusetts, and Mr. James M. Berrini, Executive Chef, State College, Framingham, Massachusetts.

In October, eight School Lunch Meetings were held in various counties in conjunction with the County Teachers Association Meetings. A combined audience of 2,323 school lunch personnel throughout the state listened to lectures on "Project Weight Watch" by a member of the New England Dairy Council and watched food demonstrations by staff home economists of the New York and New England Apple Institute and the Florida Citrus Commission.

In April, the annual Spring Workshops were conducted in Eastern, Central and Western Massachusetts.

The Boston Workshop was attended by 647 school lunch employees. The 3 day program consisted of demonstration programs to emphasize the theme, "Updating Efficiency in School Food Service".

The Workshop in the Central Area was held at the Nipmuc Regional High

School, Mendon, with 180 in attendance.

Hopkins Academy, Hadley, was the location of the Workshop in the Western Area with a total attendance of 182.

Program highlights were demonstrations of new equipment, food demonstrations and lectures on personnel management and efficient work methods.

The Summer Conference for Supervisors and Managers was held at the University of Massachusetts during the week of June 26 - June 30, 1967.

One hundred and fifty-five supervisors and managers were awarded certificates at the conclusion of the week's conference, whose theme was, "Better Programs through Better Management".

Again, this year, special advanced courses of study were offered to a limited number of the supervisors. They were "Teacher Training" and "Techniques of Supervision" conducted by staff members of the Department of Education, Bureau of Vocational Education.

The University of Massachusetts, in cooperation with this office, continues to offer summer and winter credit courses to school food service employees which lead to an Associate degree.

Another form of supplementary training and instruction for School Lunch Personnel is provided by the Massachusetts School Lunch Newsletter which is edited by the Nutrition Section and mailed to 2,200 school administraters and school lunch personnel each month. This publication includes articles pertinent to the efficient management of school lunch kitchens, menu and recipe suggestions, news of government donated foods, accounting notes, reports of nutrition education projects and stories of local color and interest.

The nutritionists continue to cooperate with Superintendents, building committees, architects and kitchen consultants in offering assistance with plans, layouts and the purchasing of equipment in order to give communities the most functional food service facilities for long range efficiency and economy in meeting their present and future needs.

Plans for 63 kitchens were received and reviewed during the past year.

The story of the school lunch program was effectively told to the public when all communities throughout the Commonwealth joined in celebrating National School Lunch Week and the 20th Anniversary of the Program.

The seven-day period beginning on the second Sunday of October in each year has been designated by proclamation as National School Lunch Week to be observed with ceremonies and activities designed to increase the public understanding and awareness of the significance of the school lunch program to the child, to the home, to the farm, to industry and to the Nation.

Other efforts to increase public relations were made by the Nutrition Staff by participating in local television programs, addressing Parent-Teacher Associations, student assemblies, and serving on inter-agency nutrition study committees and anti-poverty program committees.

On August 1, 1966, Miss Louise E. Watts joined the staff of the Nutrition Section as Supervisor in Education. Formerly she had been School Lunch Supervisor for the Weymouth Public Schools.

The passage of a Nutrition Education bill by the Legislature in January 1966 was a giant step forward in our efforts to integrate the school lunch program into the school curriculum. However, at this time the position for a Supervisor in Nutrition Education has not been filled.

ATTENDANCE AT TRAINING PROGRAM

Year	County S.L. Meetings	Spring Workshops Eastern	Central	Western	Summer Conferences U. of Mass.	Stonehill
1957 - 1958	1512	428		177*[1]	211	
1958 - 1959	1709	470		153	279	
1959 - 1960	2000	364		146	350	
1960 - 1961	2500	439		326	210*[2]	
1961 - 1962	2150	540		281	185	
1962 - 1963	2293	466	179*[3]	233	189	
1963 - 1964	2034	554	198	235	140	
1964 - 1965	2287	616	*[4]	*[4]	170	300*[5]
1965 - 1966	2389	641	180	211	147	200
1966 - 1967	2323	647	180	182	155	215

*1 First Spring Workshop in Western Area

*2 Location of Conference changed from Fitchburg State College to University of Massachusetts. Enrollment limited to Supervisors and Managers only.

*3 First Spring Workshop in Central Area

*4 No Spring vacations in schools in these areas

*5 First Summer Conference for General Workers

TABLE II

The National School Lunch Program was a $53,462,327.65 business in the Commonwealth of Massachusetts for the 1966-1967 School Year.

SOURCE	FUNDS	PERCENTAGE
Children's Payments	$25,905,527.40	48.4%
National School Lunch Federal Grant	3,418,675.00	6.4%
Special Milk Program Federal Grant	3,481,708.55	6.5%
Market Value of U.S.D.A. Commodities	6,362,743.00	11.9%
State School Lunch Partial Assistance Appropriation	4,073,799.93	7.6%
City and Town Appropriated Funds	5,802,541.92	10.9%
Other Income at School Level	4,417,331.85	8.3%
TOTAL	$53,462,327.65	100.0%

Note: This table does not include the value of equipment in the school lunchrooms used in the preparation, storage or serving of food to children.

TABLE 1. COMPARATIVE FIGURES FOR THE 1943-44 to 1966-67 FISCAL YEAR

PUBLIC AND PRIVATE SCHOOLS COMBINED

Fiscal Year	Cities and Towns	Number of Schools	Number of Lunches	Number of Half-pints	Federal Grants	State Appropriation	City & Towns Appropriated Funds	Pounds of USDA Foods	Value of USDA Foods
1943-44	128	964	2,629,953	13,583,023	$ 440,952	$ -	$ -	1,223,709	$ 103,537
1950-51	286	1,861	12,439,178	37,083,743	1,309,179	-	1,748,006	7,953,121	943,875
1951-52	289	1,905	16,328,262	49,441,611	1,445,523	635,022	1,988,749	3,440,700	817.881
1952-53	298	1,941	19,837,721	55,007,498	1,454,836	961,694	2,119,818	3,515,583	1,332,680
1953-54	304	1,960	22,955,755	62,005,634	1,463,888	1,293,496	2,268,614	6,284,834	2,008,555
1954-55	307	2,016	28,475,936	74,872,274	1,973,627	1,497,410	2,603,173	5,001.456	1,750,053
1955-56	314	2,222	30,514,111	92,463,817	3,565,047	1,083,002	2,570,368	5,791,200	1,916,455
1956-57	325	2,324	34,650,851	100,535,696	4,279,130	1,167,541	2,606,404	9,689,799	3,270,241
1957-58	329	2,392	39,052,560	117,379,257	4,271,452	1,695,447	2,816,504	8,284,721	2,361,281
1958-59	335	2,429	43,404,263	130,627,195	4,716,057	1,846,330	3,157,724	9,514,183	2,885,094
1959-60	336	2,490	48,127,303	138,562,136	4,749,525	2,340,704	3,834,469	10,993,479	3,501,769
1960-61	337	2,518	51,296,744	142,901,867	4,778,680	2,604,069	3,848,867	11,316,048	3,707,116
1961-62	338	2,614	57,835,566	158,973,568	5,329,977	2,979,937	4,276,688	20,953,007	5,112,134
1962-63	338	2,668	62,006,193	166,321,198	5,621,168	3,200,007	4,833,775	17,749,505	5,155,481
1963-64	338	2,684	66,960,703	175,565,402	5,906,177	3,489,315	4,875,468	17,281,279	5,680,578
1964-65	333	2,648	72,883,849	180,416,988	6,081,248	3,816,016	5,064,859	24,055,003	9,519,925
1965-66	333	2,715	78,632,058	186,652,412	6,212,919	4,206,312	5,511,908	20,261,341	6,510,947
1966-67	338	2,746	82,006,450	191,540,847	6,900,383	4,073,800	5,802,542	20,375,666	6,362,743

ANNUAL REPORT

Division of State and Federal Assistance

Year Ending June 30, 1967

Fiscal Year 1967 marked a milestone in the long and storied history of education in the Commonwealth. This was the first year of operation of the five new Divisions under the Board of Education as established by Chapter 572 of the Acts of 1965. The initial steps were taken with the beginning of service by the Division heads and the reassignment of activities and programs.

Section 1G of Chapter 15 of the General Laws states certain "mandates" of the new Board of Education following the recommendations in the report of the Massachusetts Education Study Commission. To the Division of State and Federal Assistance under the leadership of the Board and Commissioner were assigned major responsibilities as follows:

> *Shall evaluate annually the efficacy of the state aid formula and shall recommend such changes in it as it may deem necessary.*
>
> *May withhold state and federal funds from school committees which fail to comply with the provisions of law relative to the operation of the public schools or any regulation of said board authorised in this section.*
>
> *Shall develop plans for education to meet state needs, and shall be the planning and approving authority for federal programs to be undertaken in the commonwealth.*
>
> *May receive allotments for the commonwealth from federal programs in aid of elementary, secondary, and vocational education and may direct the disbursement of such funds and state aid funds in accordance with law.*
>
> *May seek, accept, and administer specific grants from private foundations and federal agencies. Said grants shall be kept in a separate fund in the state treasury and shall be disbursed by the state treasurer at the direction of the board and pursuant to its authority.*

Responsibilities for several other "1G" mandates are shared with the four other Divisions.

Essential to the operation of the Division of State and Federal Assistance was the definition of its role in the administration of Federal programs of aid to education. Following a period of study a rationale was developed which served to differentiate programs which would be the direct administrative responsibility of the Division of State and Federal Assistance and those to be assigned to other units. Those Federal programs of general assistance to the local educational agencies are to be carried on by this Division while programs of direct service to children or of support to instructional activities would be administered by the appropriate unit within another Division. By way of illustration, Public Law 81-874, providing assistance to school districts because of the impact of Federal activity, is assigned to the Division of State and Federal Assistance, while Public Law 85-864, Title V-A, which provides for guidance, counseling, and testing services, remains in the Bureau of Elementary and Secondary Education in the Division of Curriculum and Instruction. Though relatively unsophisticated, this rationale has served the purpose well. It would seem to be equally effective as a basis for determining the location of administrative responsibility for future Federal programs of aid to education.

Divisional Structure and Personnel. As a part of the organizational development of the Division, two Bureaus were established during the first year. The Bureau of Surplus Property was transferred as a unit from what was previously the Division of Vocational Education. The shifting was without complication and the physical separation became effective with the transfer of all units to the new quarters at 182 Tremont Street.

The second unit within the Division, the Bureau of Program Assistance, operated on an understaffed basis throughout the year. This, of course, precluded the full development of services to local school districts and required the transfer directly to the office of the Assistant Commissioner of many duties and responsibilities which will normally be carried on by the supervisory staff. In this connection, it should be noted that Gerald F. Lambert, Coordinator of the Federally Aided Education Program, was by mutual agreement detached from the Division of State and Federal Assistance and assigned on a temporary basis to the Division of Administration and Personnel to assist Associate Commissioner Chandler in the Department move from 200 Newbury Street to 182 Tremont Street. What started out as a part-time assignment away from the Bureau of Program Assistance became a nearly full-time assignment with the Division of Administration and Personnel.

Many candidates for supervisory positions within the Division of State and Federal Assistance were screened and interviewed. At its April meeting the Board of Education appointed the individuals below on the recommendation of the Division Head and the Commissioner of Education:

James Bradley of North Andover, formerly
teacher of Business Education, North
Reading High School

Theodore Lylis of Barre, formerly
Superintendent of Schools, Barre
(Superintendency Union #2)

Robert Reidy of Ashfield, formerly
Superintendent of Schools, Ashfield
(Superintendency Union #25)

Surplus Property. The Bureau of Surplus Property continued its activities acquiring surplus property and distributing it to eligible agencies within the Commonwealth. Early in the fiscal year, the Viet Nam War had a major effect which was carried forward from the previous year. The War caused a marked curtailment of sources and amounts of surplus property. As a result, it was necessary to reduce the staff so as not to deplete the operating funds of the unit. During the latter part of the year the completion of government contracts made a quantity of high value property available. This factor together with drawing property from a larger portion of the country put the agency on a fiscally sound basis again.

A total of 2,572 applications for surplus property were made by the Bureau to distribution sources. As a result of this activity, property was transferred to schools, hospitals, and other eligible agencies within Massachusetts amounting in value to $13,265,000.00. The total for Fiscal 1967 is a marked increase amounting to nearly 25 per cent more than the total of $10,700,000.00 for Fiscal 1966. Details of the operations of the Bureau of Surplus Property may be found in the attached report.

Advisory Committees. Assistant Commissioner Thistle formed two committees to serve on an advisory basis to the Division of State and Federal Assistance. The first resulted from an amendment to Public Law 81-874 setting up a group rate procedure to be effective for the school year 1967-68. The amendment removed the provision for the selection of comparable districts as a basis for payment and required that the State Education Agency assign local school districts into groups, each member of a group to be paid at the rate established for that group.

The advisory committee composed of representatives of a cross section of applicants under Public Law 81-874 together with staff members of the Division of Research and Development and the Division of State and Federal Assistance has met several times. A series of criteria for the establishment of group rates have been developed, studied, and tested. It has been a very difficult task to develop a defensible basis for combining local school districts into groups while, at the same time, not imposing undue penalties on individual districts. The target date is September 1967 for the completion of the study and submitting recommendations for approval by the U. S. Office of Education. The results of the work to date would seem to project into a recommendation for the establishment of a single group including all local education agencies.

The second advisory committee was formed to assist in the required annual evaluation of the State aid formula. The staff of the Division of State and Federal Assistance worked with local Superintendents of Schools, specialists in taxation and state aid, and staff members of the Division of Research and Development. The short term goal established for the committee was the review and evaluation of the present state aid program with a September target date for a report to the Commissioner of Education. A broader look at state financial support of education was to be taken subsequently (and concurrently as possible).

The initial steps of evaluation involved a study of proposed changes in the formula included in proposals submitted for the 1967 session of the General Court. Each item was weighed against the principles of an equalizing general aid program. Some proposals were eliminated as being contrary to the intent of the formula and others as being unnecessary with an increased distribution of funds. Problems of operation and distribution were considered as well as suggestions for the general improvement of the "state aid formula." The committee noted the study of the "economics of education" being conducted by the Advisory Council on Education and the recess study to be made by the Committee on Taxation.

The work of the committee has progressed very well despite the many ramifications of the proposals being considered. There is every assurance that the committee will meet the target date for its report on the efficacy of the State aid formula and possible recommendations for legislation to amend the formula.

Strengthening the Department of Education. The Elementary and Secondary Act of 1965 includes in Title V provisions for Federal support for the strengthening of State Departments of Education. Under Section 503 of this Title, Massachusetts was allotted

$420,000 for Fiscal 1967. The Division of State and Federal Assistance developed the proposals for the utilization of these funds in consultation with the Deputy Commissioner and the other Division heads and with the approval of the Commissioner. The approved project applications provided for the expansion of Department services as well as the personnel, equipment, and operating expenses for new services.

Two projects under the supervision of Dr. John J. O'Neill, Associate Commissioner, in charge of the Division of Curriculum and Instruction supported the Department Regional Centers located in Pittsfield and Worcester and Department staff specialists in the fields of Art, Conservation, Health and Safety, Industrial Arts, and Music.

The largest of the Title V projects finances important segments of the Division of Research and Development under Assistant Commissioner James Baker. The three phases of the project provide for the personnel, equipment and materials for new and expanded services in printing and publications, in internal statistics and data processing, and in the collection, interpretation, and dissemination of information concerning education.

The fourth project, centered in the Division of State and Federal Assistance, included a variety of activities aimed at improving and strengthening the Department. Part of the funds were assigned to the Bureau of Program Assistance for salaries and operating expenses. Major expenditures were made from this project to acquire the furniture and books for a Department professional library to be developed in the present library space on the eleventh floor. Another significant service financed by this project was the printing and publication of an up-dated compendium of the General Laws relating to education.

Projects under Title V for 1968 will depend in large measure on actions taken by the Congress and the General Court. If sufficient funds are available, the opening of regional centers in northeastern and southeastern Massachusetts will receive very high priority.

Washington Conference on Federal-State Cooperation. Section 505 of Public Law 89-10 provides for special projects designed to strengthen State education agencies through cooperative activities of several such agencies. A grant was made to Massachusetts under Section 505 for the purpose of improving the cooperation and communication between the State education agencies and the U. S. Office of Education.

As a result of discussions among several Chief State School Officers and officials of the U. S. Office of Education, Commissioner Kiernan of Massachusetts volunteered to serve as

host of a national conference of all Chief State School Officers to be held in Washington, D. C. to discuss with the staff of the U. S. Office of Education steps to be taken toward increasing Federal-State cooperation and understanding.

Assistant Commissioner Thistle of the Division of State and Federal Assistance was designated as Project Manager. A proposal was developed and approved by the U. S. Office of Education for the conference to be held in Washington, D. C., June 22-24, 1967. The staff of the Division of State and Federal Assistance worked with Commissioner Kiernan, The Council of Chief State School Officers, and the U. S. Office of Education in developing the program topics and the selection of speakers. The necessary follow-up work and the preparation and distribution of the conference report will carry over into the next fiscal year. The reactions of those in attendance left no doubt that the conference had met its goals and had made a significant contribution toward increasing the effectiveness of Federal-State cooperation.

Summary. It is difficult to present a balanced picture in an annual report. There is a strong tendency to highlight a few significant activities or accomplishments and neglect the day-to-day activities which are most meaningful in terms of leadership and service to local school districts. An equally strong compulsion would lead to a catalog or a daily diary of activities for fear of omitting information which might be of current or historical interest.

In ending the 1967 annual report at this point, there is no intention to minimize the importance of the many activities which have not been reported in detail. The visits to school systems, the holding of state-wide and regional conferences, the analysis of Federal and State laws, the review of program proposals, the planning for future development, the many speaking engagements, along with a myriad of other activities have all contributed to the effectiveness of the Division's service and leadership mission. The Division has played a role in the nearly forty programs of Federal aid to education channeled through the Board of Education totalling approximately $75,000,000 for Fiscal 1967 and in State aid grants and reimbursements amounting to some $178,752,434.

Bureau of Surplus Property

The generation of surplus government property by federal agencies continued to taper off some during the past year requiring us to make further reductions in staff, curtail some of the field services normally offered and increase our handling charges on surplus property.

This tapering off can be attributed to the Viet Nam War and its impact on government operations in general, the closing of some of our federal installations and the establishment of federally controlled educational programs.

To offset the impact of the curtailments we were successful in broadening the scope of our selection of government property resulting from contract terminations especially in the electronics field.

Reviewing our activities for the past year we note:

Trust Fund. The State Legislature appropriated funds to cover our two permanent positions with an allotment of $11,200.00 (1306-21) with the provision that any money expended from the account be reimbursed from our Trust Fund. At the start of the fiscal year we had on deposit with the State Treasurer in our Trust Fund (6260-01-00) $71,981,08 and our books showed accounts receivable in the amount of $27,090.13 for a total of $99,071.21. This represented a loss in excess of $11,400.00 during the 1966 fiscal year. At the close of the fiscal year our records show $70,343.41 on deposit and $35,681.74 in accounts receivable for a total of $106,025.15 or an increase of $6,953.94. This illustrates that the reductions in staffing and other changes we made in our operations did result in our being able to reduce our losses and restore our operating funds to a safe margin.

We also note that our charges for service and handling costs to our eligible units resulted in a rate of 1.77% or 1.77 cents per dollar value (government acquisition cost) which is lower than the 1.83 cent figure for the previous year.

The total operating costs of the program were:

Salaries	$107,538.27
Travel	3,346.19
Telephone and Telegraph	1,426.27
Office and Administration	4,289.12
Warehouse and Operation	4,167.00
Freight and Trucking	53,328.53
Insurance	1,136.26
Building Fund Reimbursement	5,099.50
Total	$180,331.14

Records and Accounts. Our system of records and accounts was reviewed by our State Auditor in the latter part of August 1966 and his report issued in December was satisfactory.

In addition, Federal Auditors from the Department of Health, Education and Welfare also audited our program for the period July 1, 1964 to June 30, 1966 and reviewed operations through June 30, 1967, but we have not received their report to date. An exit interview, however, did not involve any areas of major concern.

Staffing. Faced with loss trend in our operating funds we were required to make further reductions in our staff by dropping a clerk-typist at our warehouse in August and our Warehouse Supervisor at the end of September. This reduced our staffing to 17 positions.

In addition, we transferred our Senior Field Analyst from the State Office to the warehouse in Taunton so he could act as a part-time Warehouse Supervisor and curtailed some of the activities in our Field Service.

During the year we completed 44 visits, 39 were to educational institutions and 5 to health units to check utilization and compliance and by attending and participating in regional and state meetings and conferences we were able to discuss our program with school and hospital representatives and to encourage more active participation.

Operations. As a result of our broadening the scope of our selection of government property we increased the volume of surplus property we received from 10.75 million to slightly more than 13.25 million dollars government acquisition value from 22 states in the country. As in previous years the largest volume came from federal activities in Massachusetts and Connecticut. However, we still experienced a cancellation or withdrawal of 2.2 million dollars in property value on 299 cases which represents 12% of our work load in preparing and processing the paper work on applications, but since this same percentage has now been apparent for some years, we probably will have to accept the situation as inherent to the program.

Analyzing our Record of Receipt we note that during the year 69.5% of the property was processed at our warehouse, 29.8% was transferred directly to eligible units and .7% represented special, heavy equipment. Reviewing the warehouse operations, we find in comparing our rate of receipt and issue that we increased our inventory on hand by almost 3 million dollars but most of this is high value electronics property and it will be issued for component use after the opening of the new school year. We still maintain a stock on hand available for inspection in excess of 5 million dollars.

Program. We made 2291 transfers of property to 579 eligible units or an average of 4 per unit which represented 42.7% of the units eligible to participate. Analyzing the participation by group we note:

Education	344 out of 927 or 37.2%
Health	64 out of 191 or 33.5%
Civil Defense	171 out of 239 or 71.6%

The 579 units participating during the year show an average value of property per unit of $18,071.90, with the wide divergence from a low of $23.00 to a high of $1,938,533.00.

Analyzing the frequency of visits (or issues) we note that only 219 units or 16% maintained our recommended four or more visits per year. Too large a percentage of educational and health units are not taking advantage of the opportunity to visit the warehouse to select property.

Conclusion. Until the war situation improves we will continue to try to develop an interest in utilizing the surplus property that is available. To do this we are in the process of developing color slide presentations indicating how our schools, hospitals and civil defense units are using surplus property in their programs. These slides will demonstrate the public benefits of substantial savings and the training value derived from converting government property to their local needs and will provide examples of what some of our units have done as a guide to what others could do to make their programs more effective.

The ability of eligible units to make use of surplus property is dependent to a great extent on their ability and willingness to recondition and/or adapt the items to meet their needs. Since this places a premium on initiative and ingenuity, the units which benefit most are those exerting the greatest effort to help themselves.

ANNUAL REPORT

MASSACHUSETTS TEACHERS' CORPS COMMISSION

For Year Ending June 30, 1967

The Legislation establishing a Teachers' Corps Commission for the Commonwealth is contained in Chapter 517 of the Acts of 1966, and it was passed in August of 1966. On May 16, 1967, the five Commission members, Dr. Ernest R. Caverly, Dr. Olindo Dragone, Dr. Nathan I. Huggins, Mr. Edward L. Butler, and Mrs. Edna Koretsky, were sworn in by Governor John A. Volpe at the State House. The Commission has met regularly in temporary headquarters made available by the Commissioner of Education, Dr. Owen B. Kiernan. At the first meeting of the Massachusetts Teachers' Corps Commission, Dr. Ernest R. Caverly was elected Chairman of the Commission and Mrs. Edna Koretsky was elected Secretary. The budget originally appropriated for 1966-1967, $200,000, was carried over for use in the 1967-1968 fiscal year.

The first tasks of the Commission were to formulate a statement of aims and objectives (See appendix A) and to write a job description (See appendix B) for a director to implement these objectives. Such a statement of aims and objectives was drawn up under the leadership of Commission member Dr. Nathan I. Huggins and approved by the Commission and is attached to this document. The Teachers' Corps Commission has the job to secure a director who will then hire 25 corpsmen--all qualified teachers--who will serve those schools within the Commonwealth that request assistance. The Corps will serve these schools not in replacement or duplication of any of the teaching services which they now have but rather the Corps will fulfill unmet needs or add much desired enrichment to the curriculum.

A job description of the director of the Teachers' Corps Commission was drawn up over a period of several meetings. It is also attached to this document. In analyzing the requirements of a director it was discovered that the Legislative Ways and Means Committee had placed certain salary restrictions on the job of director. Much of the activity of the Chairman has been directed toward the resolution of this problem of the salary restriction. The job group classification assigned places the salary at such a low pittance as to void any hope of finding a competent director. Negotiations on this matter are being continued. Pending the resolution of this problem, it is impossible for the Commission to move forward.

The Commission has been in touch with the representatives of the National Teachers' Corps Commission and is satisfied that the work which is laid out for it would in no way duplicate that which is being undertaken by National efforts.

For fiscal year 1968, the Commission has submitted a budget totaling $290,905 which it anticipates will meet its needs.

This report represents only a summary of the deliberations of the Massachusetts Teachers' Corps Commission. We wish to acknowledge formally our sincere appreciation to the Commissioner of Education, Dr. Owen B. Kiernan, and to his Administrative Assistant, Rolland G. Duval, and to the other members of the Commissioner's staff for their patient, sincere, and substantive assistance to the Commission during these first few months of its existence. We also wish to express our appreciation to the Governor and the Legislature for this opportunity to serve the Commonwealth and its children.

Ernest R. Caverly Chairman

STATEMENT OF AIMS AND OBJECTIVES
OF THE
MASSACHUSETTS TEACHERS' CORPS

Chapter 517 of the Acts of 1966 of the Commonwealth of Massachusetts established a Teachers' Corps Commission. This Commission is charged with the selection of a Director and the appointment of twenty-five teachers all of whom must be approved by the Commissioner of Education.

The Massachusetts Teachers' Corps will select teachers of experience and demonstrated skills and bring them to the service of school systems with great need; the National Teachers' Corps, on the other hand, attempts to encourage young teachers of minimal experience to choose problem-area teaching as a career. The Teachers' Corps will assist those schools within the Commonwealth requesting aid to meet some of their problems or needs by the addition of a teacher or teachers of experience and demonstrated high quality. The Teachers' Corps Commission hopes to serve: 1) schools that have staff recruitment problems by providing them with competent teachers to serve their special needs, 2) schools with problems of a social character by providing them with teachers who have had experience in working with such problems, and 3) schools with other specific problems and limitations that the Teachers' Corps could serve.

The teachers that the Corps hopes to attract will be those who 1) have special interests in the social impact of the teacher and the subject that he teaches, 2) have interest, training, or experience with the environmentally handicapped child, and 3) have interest in developing their skills and creating

new approaches to the special problems that schools face today.

Corps teachers may not be used to replace any teachers who are, or would otherwise be, employed by a school system.

TEACHERS' CORPS COMMISSION

JOB SPECIFICATION:

Director of the Teacher's Corps

This new and important post was established by Chapter 517 of the Acts of 1966. Serving under the Teachers' Corps Commission, the Director will organize and administer and supervize the Teachers' Corps. The Director will recruit, evaluate and place experienced and qualified teachers with special competencies, subject to the approval of the Commissioner of Education of the Commonwealth. The Director will serve as liaison between the Commission, the Superintendents and the School Committees involved in the program. The Director will evaluate the program and make recommendations to the Commission. The Director will aid schools in discovering and defining problems that exist within the school; problems which may be met by the addition of a specially trained teacher to the staff.

TRAINING:

Qualifications

Minimum: Master's Degree from an accredited institution.

EXPERIENCE:

The law requires that the Director "shall be an experienced educator." It is expected that the Director will have had considerable experience as a classroom teacher. It is desirable that the candidate have experience in school administration.

GENERAL:

American citizenship, sound moral character, good health, and an established reputation for sound judgment as well as evidence of leadership qualities.

The Commission reserves the right to waive any of the foregoing requirements.

Term of Office

The Director of the Teachers' Corps will serve at the discretion of the Teachers' Corps Commission. He may be on leave of absence from a school system or not presently in active service. The Act creating this position extends to August 31, 1969, and may be extended beyond that date.

Anticipated Salary

Minimum -- $14,469	Maximum -- $18,431

NOTE: Depending on the candidate's experience, employment at a rate above the minimum salary is authorized.

STATISTICS

FINANCIAL REPORT OF THE DEPARTMENT OF EDUCATION

Fiscal Year Ended June 30, 1967

(From Massachusetts Financial Report
prepared by the Comptroller's Bureau)

GENERAL FUND

RECEIPTS BY DEPARTMENTS AND SOURCE FOR THE FISCAL YEAR ENDED JUNE 30, 1967

Department	Total Receipts	Taxes	Fees, Fines & Penalties	Contributions & Assessments
EDUCATION:				
Board of Trustees of State Colleges	$ 1 912 107 72	$ -	$ 1 910 026 00	$ -
Division of Curriculum and Instruction	357 038 47	-	275 324 01	-
School Lunch Program	50 150 00	-	-	-
Board of Higher Education	19 284 09	-	-	-
Surplus Property Agency	16 319 50	-	-	-
Division of Administration and Personnel	3 905 79	-	-	-
Board of Regional Community Colleges	175 85	-	-	-
Schools and Colleges:				
University of Massachusetts	4 972 008 26	-	3 394 471 17	-
Massachusetts Maritime Academy	201 886 15	-	63 605 45	-
Massachusetts College of Art	103 941 71	-	103 041 00	-
State Colleges:				
Fitchburg	898 152 81	-	368 011 07	-
Boston	824 588 53	-	817 335 00	-
Bridgewater	818 171 88	-	433 300 50	-
Salem	606 811 01	-	564 476 00	-
Framingham	588 881 06	-	262 058 80	-
Westfield	383 436 60	-	290 601 00	-
Worcester	320 609 75	-	317 931 00	-
Lowell	304 480 32	-	259 881 25	-
North Adams	161 203 74	-	107 890 20	-
Technological Institutions:				
Lowell	869 515 53	-	859 883 91	-
Southeastern Massachusetts	584 102 32	-	580 665 11	-
Regional Community Colleges:				
Massachusetts Bay - Boston	475 471 37	-	475 177 00	-
Holyoke	410 435 46	-	407 940 19	-
Quinsigamond - Worcester	354 489 10	-	352 804 80	-
Northern Essex - Haverhill	304 464 80	-	303 596 25	-
Berkshire - Pittsfield	285 157 93	-	284 691 57	-
North Shore - Beverly	273 714 11	-	272 910 50	-
Mt. Wachusett - Gardner	184 489 87	-	183 930 40	-
Cape Cod - Hyannis	178 197 52	-	177 658 73	-
Greenfield	153 462 11	-	151 991 85	-
Bristol - Fall River	117 027 94	-	117 012 25	-
Massasoit - Brockton	88 535 20	-	88 535 20	-
Youth Service Board:				
Administration	22 821 39	-	-	-
Industrial School for Boys	17 615 00	-	-	-
Industrial School for Girls	13 260 08	-	-	-
Lyman School for Boys	12 838 55	-	-	-
Institute of Juvenile Guidance	2 078 30	-	-	-
Judge John J. Connelly Youth Center	1 960 00	-	-	-
Residential Treatment Unit, Oakdale	1 232 65	-	-	-
Reception and Detention Facilities for Girls	743 42	-	-	-
Stephen L. French Youth Forestry Camp	369 00	-	-	-
Detention Center - Worcester County	90 90	-	-	-
Detention Center - Hampden County	10 00	-	-	-
Total	$ 16 895 235 79	$ -	$13 424 750 21	$ -

GENERAL FUND

RECEIPTS BY DEPARTMENTS AND SOURCE FOR THE FISCAL YEAR ENDED JUNE 30, 1967

Interest & Income	Licenses & Permits	Reimbursement for Services	Rents	Sales	Federal Reimbursement	Miscellaneous
$ -	$ -	$ -	$ -	$ 1 698 50	$ -	$ 383 22
-	6 260 00	33 627 42	-	35 671 40	-	6 155 64
-	-	50 000 00	-	-	-	150 00
-	-	-	-	-	18 538 93	745 16
-	-	16 319 50	-	-	-	-
-	-	-	109 54	487 00	-	3 309 25
-	-	-	-	-	-	175 85
-	154 00	80 258 79	1 236 124 21	108 064 11	39 00	152 896 98
-	-	125 50	314 70	1 170 87	129 458 00	7 211 63
-	-	-	131 71	629 00	-	140 00
-	-	527 097 97	845 24	2 161 39	6 00	31 14
-	-	-	1 246 07	5 535 43	14 88	457 15
-	-	377 834 27	3 424 05	2 489 11	574 27	549 68
-	-	36 848 72	2 163 20	2 217 28	18 00	1 087 81
-	-	315 017 30	4 882 10	6 450 92	-	471 94
-	-	89 690 23	1 713 64	607 66	6 00	818 07
-	-	-	576 25	2 070 00	3 00	29 50
-	-	-	43 983 78	506 00	5 00	104 29
-	-	51 733 60	608 94	905 00	5 00	61 00
-	-	-	8 382 42	103 11	125 00	1 021 09
-	-	1 044 25	1 119 00	654 75	11 00	608 21
-	-	-	289 62	4 75	-	-
-	-	-	1 431 82	967 58	-	95 87
-	-	-	194 30	729 00	-	761 00
-	-	-	112 83	699 00	-	56 72
-	-	-	139 36	327 00	-	-
-	-	-	-	-	-	803 61
-	-	-	62 47	197 00	-	300 00
-	-	-	46 79	492 00	-	-
-	-	-	72 91	181 00	-	1 216 35
-	-	-	11 99	3 70	-	-
-	-	-	-	-	-	-
-	-	22 225 20	-	-	-	596 19
-	-	4 980 00	12 138 14	217 87	-	278 99
-	-	4 118 50	3 419 80	9 05	-	5 712 73
-	-	3 726 00	8 680 01	158 86	-	273 68
-	-	1 080 00	820 80	-	-	177 50
-	-	1 524 00	-	-	-	436 00
-	-	873 00	357 45	2 20	-	-
-	-	378 00	-	-	-	365 42
-	-	369 00	-	-	-	-
-	-	-	-	-	-	90 90
-	-	-	-	-	-	10 00
$ -	$ 6 414 00	$ 1 618 871 25	$1 333 403 14	$ 175 410 54	$ 148 804 08	$ 187 582 57

GENERAL FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
	0400 GOVERNOR AND COUNCIL						
	New England Board of Higher Education						
76-01	Expenses	43 863 00	-	43 863 00	43 236 38	-	626 62
02	Medical or Dental School Students	175 000 00	-	175 000 00	175 000 00	-	-
	1300 DEPARTMENT OF EDUCATION						
	Board of Education & Commissioner's Office						
01-11	Board of Education, expenses	$ 3 000 00	$ -	$ 3 000 00	$ 3 000 00	$ -	$ -
12	Commissioner's salary	30 000 00	-	30 000 00	29 999 96	-	04
13	Office of the Commissioner	143 792 00	-	143 792 00	101 513 83	-	42 278 17
14	Children of certain veterans	225 000 00	522 475 12 A	747 475 12	274 675 94	-	472 799 18 R
34	Board of Education	-	300 000 00 A	300 000 00	110 940 73	96 038 33	93 020 94 R
37	Financial assist. racial imbalance in schools	50 000 00	-	50 000 00	25 000 00	-	25 000 00
	Division of Administration & Personnel						
02-11	Administration	238 740 00	-	238 740 00	229 021 67	-	9 718 33
12	Advisory Comm. - academically talented pupils	1 500 00	-	1 500 00	500 00	-	1 000 00
13	Maintenance - Newbury Street building	51 147 00	2 852 00 B	53 999 00	51 780 70	-	2 218 30
14	Bureau of Teachers' Retirement	203 738 00	14 420 00 B	218 158 00	215 992 72	-	2 165 28
15	Retirement assessments, military service	500 00	-	500 00	500 00	-	-
	Division of Curriculum & Instruction						
03-11	Administration	606 807 00	-	606 807 00	404 210 25	-	202 596 75
12	Adult education & extended services program	326 700 00	305 011 00 F	631 711 00	580 999 14	-	50 711 86
13	Library Bureau	194 560 00	-	194 560 00	186 437 84	-	8 122 16
14	Training teachers for vocational schools	157 231 00	-	157 231 00	129 465 15	-	27 765 85
15	Teachers' Institutes	1 200 00	-	1 200 00	875 00	-	325 00
16	Printing school curricula guides	7 000 00	-	7 000 00	-	-	7 000 00
17	Education of deaf, blind & aphasic pupils	2 750 000 00	529 377 83 A	3 279 377 83	3 122 720 57	3 386 62	153 270 64 R
18	Education of emotionally disturbed children	6 500 000 00	104 667 89 A	6 604 667 89	4 351 042 08	-	2 253 625 81 R
19	Sight saving classes program	2 000 00	-	2 000 00	1 996 40	-	3 60
20	Special programs - disadvantaged children	15 815 00	36 888 41 A	52 703 41	22 188 05	-	30 515 36
21	Special prog. - academically talented children	15 449 00	33 778 46 A	49 227 46	36 560 95	-	12 666 51
04-11	Division of Research & Development	143 447 00	-	143 447 00	84 877 45	-	58 569 55
	Division of School Facilities and Related Services						
05-11	Administration	30 565 00	-	30 565 00	9 682 79	-	20 882 21
12	School Building Assistance Bureau	116 023 00	-	116 023 00	96 697 71	-	19 325 29
13	School Lunch Program, administration	229 733 00	17 856 00 B	247 589 00	246 873 07	-	715 93
14	School Lunch Program, partial assistance	530 806 00	508 66 A	531 314 66	419 319 30	-	111 995 36 R
15	Printing school registers & blanks	8 500 00	-	8 500 00	6 920 80	-	1 579 20
	Division of State & Federal Assistance						
06-11	Administration	75 475 00	-	75 475 00	48 463 58	-	27 011 42
12	Matching fds. - Nat'l Defense Educ. Act 1958 (total of 1306-90 allocated accounts)	237 000 00	142 947 19 A	379 947 19	230 721 67	10 670 24	138 555 28 R
21	Surplus Property Agency - personal services	11 000 00	220 00 B	11 220 00	11 220 00	-	-
10-11	Advisory Council on Education - adminis.	76 808 00	47 439 30 A	124 247 30	32 367 16	61 939 60	29 940 54 R
	Board of Higher Education						
20-04	Certain repairs, renovations & alterations	35 000 00	-	35 000 00	-	-	35 000 00 R
05	Certain studies	49 000 00	-	49 000 00	-	12 250 00	36 750 00 R
06	Administration	6 345 00	49 221 23 A	55 566 23	55 524 11	-	42 12
09	Scholarships in music	35 000 00	-	35 000 00	-	-	35 000 00
10	Scholarship aid program, expenses	15 281 00	1 691 00 B	16 972 00	16 602 52	-	369 48
12	Medical, dental & nursing scholarships	150 000 00	-	150 000 00	149 730 00	-	270 00
13	Scholarships - other than at Univ. of Mass.	400 000 00	-	400 000 00	397 516 00	-	2 484 00
14	Scholarships - other than at State College, Fitchburg	15 000 00	-	15 000 00	7 300 00	-	7 700 00

GENERAL FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

	1300 DEPARTMENT OF EDUCATION	Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
	University of Massachusetts						
50-01	Maintenance	$25 341 500 00	$ 724 706 00 B	$26 066 206 00	$26 010 187 99	$ -	$ 56 018 01
02	Boston - maintenance	2 301 810 00	36 911 00 B	2 338 721 00	2 328 129 38	-	10 591 62
21	Research projects, expenses	-	92 236 55 A 23 704 36 F	115 940 91	22 997 85	7 638 06	85 305 00 R
35	Entertainment	1 000 00	-	1 000 00	1 000 00	-	-
36	Rental fees - President's house	1 200 00	-	1 200 00	1 200 00	-	-
38	Medical School, expenses	238 200 00	96 245 59 A	334 445 59	135 252 40	131 930 66	67 262 53 R
41	Program of assistance to higher education	100 000 00	-	100 000 00	99 595 61	-	404 39
50	Educ. ref. material for library - Amherst	200 000 00	-	200 000 00	199 988 30	-	11 70
51	Educ. ref. material for library - Boston	50 000 00	-	50 000 00	49 996 14	-	3 86
70	Senior Internship Program	35 000 00	-	35 000 00	34 999 95	-	05
71	Legislative Internship Program	9 000 00	-	9 000 00	9 000 00	-	-
72	Legislative Undergraduate Internship Prog.	5 000 00	-	5 000 00	5 000 00	-	-
96	Commonwealth scholarships	396 400 00	-	396 400 00	396 398 30	-	1 70
	Mass. Bd. of Regional Comm. Colleges						
60-01	Administration	98 599 00	1 839 00 B	100 438 00	96 597 50	-	3 840 50
10	Educational reference material	100 000 00	-	100 000 00	98 600 01	-	1 399 99
	Mass. Bay Community College - Boston						
61-00	Administration	935 088 00	-	935 088 00	935 012 30	-	75 70
80	Summer school	-	50 615 54 A 101 073 00 F	151 688 54	62 944 17	1 959 12	86 785 25 R
90	Evening classes	-	26 874 75 A 122 359 00 F	149 233 75	116 697 62	1 484 14	31 051 99 R
	Northern Essex Comm. College - Haverhill						
62-00	Administration	527 690 00	-	527 690 00	527 479 28	-	210 72
80	Summer school	-	21 718 52 A 33 985 15 F	55 703 67	13 112 02	3 729 95	38 861 70 R
90	Evening classes	-	14 398 74 A 45 039 10 F	59 437 84	45 280 17	1 986 51	12 171 16 R
	Cape Cod Community College - Hyannis						
63-00	Administration	410 181 00	6 160 00 B	416 341 00	415 865 41	-	475 59
80	Summer school	-	21 251 14 A 23 112 70 F	44 363 84	19 085 25	-	25 278 59 R
90	Evening classes	-	6 272 44 A 33 311 03 F	39 583 47	38 106 89	-	1 476 58 R
	Berkshire Community College - Pittsfield						
64-00	Administration	546 408 00	8 834 00 B	555 242 00	555 164 76	-	77 24
80	Summer school	-	25 802 47 A 37 273 60 F	63 076 07	23 451 47	381 01	39 243 59 R
90	Evening classes	-	10 023 90 A 56 403 37 F	66 427 27	59 191 75	968 89	6 266 63 R
	Quinsigamond Comm. Coll. - Worcester						
65-00	Administration	601 658 00	23 905 00 B	625 563 00	625 424 63	-	138 37
80	Summer school	-	27 526 76 A 73 839 00 F	101 365 76	42 506 67	65 10	58 793 99 R
90	Evening classes	-	6 509 73 A 61 243 00 F	67 752 73	56 915 21	98 25	10 739 27 R

20-30	Div. of Immigration & Americanization	126 262 00	6 743 00 B	133 005 00	132 876 70	-	128 30
	Board of Trustees of State Colleges						
29-01	Administration	153 462 00	4 425 00 B	157 887 00	157 859 75	-	27 25
02	Program of continuing studies	6 500 00	1 700 000 00 F	1 706 500 00	1 706 016 72	-	483 28
03	Aid to certain pupils - state colleges	4 000 00	-	4 000 00	4 000 00	-	-
05	Educational reference material for library	200 000 00	-	200 000 00	199 476 78	-	523 22
06	Scientific, technological & reference material - graduate program - State College - Lowell	75 000 00	-	75 000 00	74 998 91	-	1 09
10	Data processing program	62 000 00	-	62 000 00	61 549 60	-	450 40
	State College - Bridgewater						
30-01	Maintenance	2 029 574 00	101 674 00 B	2 131 248 00	2 127 426 48	-	3 821 52
02	Const. - central power plt. & imp. util. dist. sys.	-	11 585 05 A	11 585 05	8 550 45	1 934 16	1 100 44 R
21	Boarding hall, maintenance	324 100 00	15 749 00 B	339 849 00	333 663 49	-	6 185 51
22	Grading & removal of material, athletic field	-	56 138 96 A	56 138 96	19 286 80	36 852 16	-
	State College - Fitchburg						
31-01	Maintenance	1 635 377 00	102 716 00 B	1 738 093 00	1 736 317 57	-	1 775 43
10	Scholarships	10 000 00	-	10 000 00	9 900 00	-	100 00
21	Boarding hall, maintenance	255 287 00	7 643 00 B	262 930 00	248 178 83	-	14 751 17
	State College - Framingham						
32-01	Maintenance	1 172 451 00	68 145 00 B	1 240 596 00	1 239 640 31	-	955 69
21	Boarding hall, maintenance	288 000 00	18 913 00 B	306 913 00	306 786 36	-	126 64
	State College - Lowell						
33-01	Maintenance	1 141 374 00	-	1 141 374 00	1 141 372 70	-	1 30
21	Boarding hall, maintenance	25 200 00	1 743 00 B	26 943 00	26 942 80	-	20
	State College - North Adams						
34-01	Maintenance	547 105 00	15 220 00 B	562 325 00	559 035 76	-	3 289 24
21	Boarding hall, maintenance	55 240 00	1 017 00 B	56 257 00	55 842 81	-	414 19
	State College - Salem						
35-01	Maintenance	2 222 067 00	110 091 00 B	2 332 158 00	2 332 067 17	-	90 83
05	Trimester Program	30 000 00	-	30 000 00	30 000 00	-	-
	State College - Westfield						
36-01	Maintenance	1 269 815 00	50 280 00 B	1 320 095 00	1 319 633 20	-	461 80
21	Boarding hall, maintenance	51 200 00	5 000 00 B	56 200 00	55 799 25	-	400 75
	State College - Worcester						
37-01	Maintenance	1 270 913 00	84 236 00 B	1 355 149 00	1 352 818 12	-	2 330 88
	State College - Boston						
38-01	Maintenance	2 711 793 00	169 040 00 B	2 880 833 00	2 855 847 15	-	24 985 85
05	Trimester Program	250 000 00	-	250 000 00	249 979 01	-	20 99
39-01	Massachusetts College of Art, maintenance	545 312 00	13 752 00 B	559 064 00	558 887 60	-	176 40
	Massachusetts Maritime Academy						
40-01	Maintenance of Academy and Ship	622 652 00	33 997 00 B	656 649 00	652 444 94	-	4 204 06
	Lowell Technological Institute of Mass.						
45-01	Maintenance	3 383 122 00	164 910 00 B	3 548 032 00	3 503 158 78	-	44 873 22
22	Science Program	5 000 00	-	5 000 00	4 978 84	-	21 16
25	Educational reference material for library	50 000 00	-	50 000 00	49 124 03	-	875 97
42	Scholarships	20 000 00	-	20 000 00	20 000 00	-	-
80	Summer school	-	97 799 65 A 122 503 66 F	220 303 31	107 977 56	18 141 51	94 184 24 R
	Southeastern Mass. Technological Institute						
47-01	Maintenance	2 468 202 00	43 954 00 B	2 512 156 00	2 510 576 58	-	1 579 42
10	Scholarships	12 500 00	-	12 500 00	12 500 00	-	-
20	Educational reference material for library	50 000 00	-	50 000 00	50 000 00	-	-
80	Summer school	-	41 961 88 A 87 212 26 F	129 174 14	62 316 49	5 362 84	61 494 81 R

	Greenfield Community College - Greenfield						
66-00	Administration	362 409 00	9 855 00 B	372 264 00	372 082 50	-	181 50
80	Summer school	-	19 313 24 A	33 140 99	19 068 98	605 26	13 466 75 R
			13 827 75 F				
90	Evening classes	-	2 285 14 A	25 559 64	20 268 55	269 88	5 021 21 R
			23 274 50 F				
	Holyoke Community College - Holyoke						
67-00	Administration	665 355 00	15 798 00 B	681 153 00	680 433 86	-	719 14
80	Summer school	-	31 733 06 A	92 876 47	48 178 73	2 286 87	42 410 87 R
			61 143 41 F				
90	Evening classes	-	20 299 00 A	120 661 57	109 544 44	1 471 34	9 645 79 R
			100 362 57 F				
	Mt. Wachusett Comm. College - Gardner						
68-00	Administration	388 182 00	-	388 182 00	388 179 08	-	2 92
80	Summer school	-	5 056 44 A	20 166 44	10 487 49	254 55	9 424 40 R
			15 110 00 F				
90	Evening classes	-	2 156 65 A	35 366 65	33 596 11	335 01	1 435 53 R
			33 210 00 F				
	Massasoit Community College - Brockton						
69-00	Administration	302 214 00	7 829 00 B	310 043 00	307 993 16	-	2 049 84
01	Leasing educational facilities - Abington	30 000 00	-	30 000 00	30 000 00	-	-
80	Summer school	-	6 726 00 F	6 726 00	-	-	6 726 00 R
	North Shore Comm. College - Beverly						
70-00	Administration	474 860 00	17 855 00 B	492 715 00	492 582 07	-	132 93
80	Summer school	-	16 641 00 A	48 113 00	16 341 30	39 00	31 732 70 R
			31 472 00 F				
90	Evening classes	-	19 180 54 A	63 489 04	50 789 74	243 25	12 456 05 R
			44 308 50 F				
71-00	West Suburbia Comm. Coll. - Framingham Area	19 075 00	-	19 075 00	-	-	19 075 00
	Bristol Community College - Fall River						
72-00	Administration	238 762 00	7 329 53 A	253 939 53	239 149 63	12 515 84	2 274 06 R
			7 848 00 B				
80	Summer school	-	18 572 00 F	18 572 00	-	1 420 70	17 151 30 R
90	Evening classes	-	19 157 75 F	19 157 75	17 733 57	377 66	1 046 52 R
	Division of Youth Service						
80-01	Youth Service Board - administration	1 612 000 00	8 600 00 B	1 620 600 00	1 618 655 52	-	1 944 48
	Industrial School for Boys						
81-01	Maintenance	936 550 00	39 225 00 B	975 775 00	970 629 69	-	5 145 31
10	Sewerage system repairs	7 500 00	-	7 500 00	-	-	7 500 00 R
20	Certain emergency power plant repairs	12 000 00	-	12 000 00	-	-	12 000 00 R
82-01	Industrial School for Girls - maintenance	629 000 00	43 623 00 B	672 623 00	668 062 11	-	4 560 89
83-01	Lyman School for Boys - maintenance	1 126 750 00	54 300 00 B	1 181 050 00	1 169 945 49	-	11 104 51
84-01	Judge John J. Connelly Youth Center - maint.	483 490 00	25 000 00 B	508 490 00	501 490 78	-	6 999 22
85-01	Institute of Juvenile Guidance - maintenance	415 400 00	35 412 00 B	450 812 00	447 290 22	-	3 521 78
86-01	Recep. & dent. facilities for girls, Boston	238 269 00	13 300 00 B	251 569 00	250 609 58	-	959 42
87-01	Detention center - Hampden Cty., maint.	140 422 00	11 804 00 B	152 226 00	152 195 23	-	30 77
88-01	Residential treatment ctr., Oakdale, maint.	221 500 00	12 003 00 B	233 503 00	231 893 09	-	1 609 91
89-01	Detention center - Worcester Cty., maint.	154 902 00	13 591 00 B	168 493 00	165 673 53	-	2 819 47
90-01	Stephen L. French youth forestry camp, maint.	101 540 00	7 600 00 B	109 140 00	109 140 00	-	-
98-01	Council on Arts & Humanities - administration	25 000 00	-	25 000 00	22 577 01	-	2 422 99
	TOTAL	$77 246 584 00	$ 7 873 780 07	$85 120 364 07	$79 740 841 17	$ 416 636 51	$ 4 117 264 70 R 845 621 69

STATEMENT XX

LOCAL AID FUND

Detail of Receipts, Expenditures and Cash Balances for Fiscal Year ended
June 30, 1967

	Receipts	Expenditures
Local Aid Payments by Department:		
Public Welfare	-	97 112 833 08
Education	-	70 421 829 55
Governor and Council	-	11 589 227 27
Commerce and Development	-	7 218 809 42
Corporations and Taxation	-	1 761 767 09
Judiciary	-	446 752 78
Natural Resources	-	355 684 05
Public Health	-	133 708 67
Agriculture	-	1 839 73
Tax Distributions to Cities and Towns:		
State Valuation Basis	-	149 100 000 00
School Aid Basis (Chapter 70)	-	100 281 693 19
Special Education Programs	-	7 144 248 23
Machinery and Manufacturing Corporation Local Tax Basis	-	6 351 415 34
Valuation on Machinery and Manufacturing Corporation Basis	-	2 654 876 54
Meal Taxes	-	4 979 000 00

LOCAL AID FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
	3000						
	Department of Education						
	Board of Education						
13-01	Transportation of pupils	9 806 083 00	60 130 22 A	9 866 213 22	9 862 567 00	-	3 646 22 R
02	Outside schools transportation	242 043 00	166 83 A	242 209 83	-	-	242 209 83 R
03	Construction of school projects	24 500 000 00	1 349 789 61 A	25 849 789 61	24 598 177 65	-	1 251 611 96 R
04	School lunch program - partial assistance	4 000 000 00	100 005 07 A	4 100 005 07	3 442 521 25	-	657 483 82 R
05	Education of deaf and blind pupils	160 000 00	40 938 52 A	200 938 52	116 646 83	-	84 291 69 R
10	Special programs-disadvantaged children	100 000 00	-	100 000 00	100 000 00	-	-
11	Special prog. -academically talanted children	100 000 00	-	100 000 00	100 000 00	-	-
12	Reimb. -County Vocational Schools	743 000 00	-	743 000 00	743 000 00	-	-
	Bureau of Teachers' Retirement						
06	Pensions to retired teachers	4 332 407 00	149 874 00 A	4 482 281 00	3 949 874 00	-	532 407 00 R
07	Retirement system - State's share	25 050 000 00	15 333 09 A 764 952 03 F	25 830 285 12	25 735 035 66	-	95 249 46 R
	Library Bureau						
08	Regional public libraries	715 000 00	77 546 44 A	792 546 44	329 632 16	-	462 914 28 R
09	Public libraries	1 270 000 00	16 661 63 A	1 286 661 63	1 260 889 52	-	25 772 11 R
	Division of Youth Service						
50	Tuition & transportation - public schools	18 000 00	7 819 57 A	25 819 57	25 132 80	-	686 77 R
51	Delinquency prevention programs	142 161 00	35 166 68 A	177 327 68	158 352 68	-	18 975 00 R
	Distributions to Cities and Towns						
	Payments to Cities and Towns						
50-01	On basis of local taxes paid in 1935 on machinery by manufacturing corporations	-	6 351 415 34 H	6 351 415 34	6 351 415 34	-	-
02	On basis of 1935 valuation of machinery of manufacturing corporations	-	2 654 876 54 H	2 654 876 54	2 654 876 54	-	-
03	State valuation basis	-	149 100 000 00 H	149 100 000 00	149 100 000 00	-	-
04	Special Education Programs	-	7 144 248 23 H	7 144 248 23	7 144 248 23	-	-
50	School aid	-	100 281 693 19 H	100 281 693 19	100 281 693 19	-	-
80	Meal taxes	-	4 979 000 00 H	4 979 000 00	4 979 000 00	-	-

STATEMENT XXX

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

4100		July 1, 1966 Balance	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	Department of Education Library Bureau						
46-00	Public library building construction	76 916 00	835 925 00	912 841 00	789 493 00	24 250 00	99 098 00 R
03	Interlibrary cooperation	-	7 075 00	7 075 00	38 40	3 161 60	3 875 00 R
04	State institutional library services	-	7 075 00	7 075 00	35 20	3 164 80	3 875 00 R
05	Library services to the physically handicapped	-	4 735 00	4 735 00	-	1 400 00	3 335 00 R
52-00	Public library services	549 670 71	940 815 00	1 490 485 71	965 924 48	235 199 21	289 362 02 R
	Division of Vocational Education						
47-01	Manpower development & training-adminis.	43 606 25	100 000 00	143 606 25	97 165 59	2 070 14	44 370 52 R
02	M.D.T.A. metro-rural project	25 089 00	-	25 089 00	14 065 00	-	11 024 00 R
03	M.D.T.A. training program	484 266 25	2 491 482 00	2 975 748 25	2 653 798 67 5 199 04 a	-	316 750 54 R
59-00	Training-teachers of handicapped children	11 300 00	92 800 00	104 100 00	83 100 00	-	21 000 00 R
61-00	Smith-Hughes and Barden Acts	1 222 356 25	5 569 630 02	6 791 986 27	5 044 061 87	8 217 85	1 739 706 55 R
63-00	Science Workshop Center	2 788 17	-	2 788 17	2 788 17	-	-
	National Defense Education Act						
50-00	Area vocational education program	04	-	04	-	-	04 R
51-00	Miscellaneous provisions	7 556 08	48 249 47	55 805 55	39 940 96	2 439 67	13 424 92 R
53-00	Acquisition of equipment & remodeling	276 331 51	1 505 000 00	1 781 331 51	1 471 198 26 7 490 22 a	-	302 643 03 R
54-00	Supervision & administration - State plan	11 350 47	180 000 00	191 350 47	167 260 09	5 324 44	18 765 94 R
55-00	Guidance, counseling & testing program	318 817 82	624 841 00	943 658 82	526 258 40	2 175 10	415 225 32 R
	Aid to the Blind						
56-00	Administration	29 683 46	285 119 30	314 802 76	240 587 96	421 93	73 792 87 R
57-00	Grants in aid	16 616 36	1 724 258 41	1 740 874 77	1 655 715 45	-	85 159 32 R
58-01	Vocational rehabilitation	118 215 99	360 047 00	478 262 99	300 770 83	107 190 43	70 301 73 R
	Office of School Lunch Program						
60-00	Special milk program	26 245 81	3 094 007 70	3 120 253 51	2 777 301 64	-	342 951 87 R
62-00	Community school lunch program	-	2 952 832 18	2 952 832 18	2 608 760 48	-	344 071 70 R
02	Special assistance funds	333 90	28 217 90	28 551 80	28 551 80	-	-
03	School breakfast program	-	640 50	640 50	640 50	-	-
	University of Massachusetts						
65-00	Agricultural extension work	-	642 593 00	642 593 00	481 944 00 160 649 00 a	-	-
67-00	Agricultural marketing research	-	55 498 94	55 498 94	41 123 94 14 375 00 a	-	-
68-00	Rural civil defense	-	19 609 35	19 609 35	1 759 35 17 850 00 a	-	-

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

4200		July 1, 1966 Balances	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	Department of Education						
	Massachusetts Bay Community College						
56-01	Scientific equipment program	-	8 600 00	8 600 00	6 442 11	1 806 41	351 48 R
	Mount Wachusett Community College						
57-01	Equipment for undergraduate instruction of biological & physical science & engineering	-	11 943 00	11 943 00	5 397 64	6 545 36	-
96-01	College library resources program	-	5 000 00	5 000 00	4 411 20	581 21	7 59 R
	Berkshire Community College						
58-01	Equipment for undergraduate instruction of biological & physical science & engineering	-	21 050 00	21 050 00	19 894 58	1 153 60	1 82 R
98-01	College library resources program	-	1 000 00	1 000 00	1 000 00	-	-
	Greenfield Community College						
59-01	Equipment for instruction - foreign languages	-	7 791 00	7 791 00	7 791 00	-	-
90-00	Undergraduate instr. scientific equipment prog.	9 45	-	9 45	-	-	9 45 R
91-01	College work study program	-	30 952 00	30 952 00	30 952 00	-	-
93-00	College library resources program	-	5 000 00	5 000 00	3 418 15	1 422 69	159 16 R
	Lowell Technological Institute						
80-01	College library resources program	-	5 000 00	5 000 00	1 216 00	3 558 00	226 00 R
81-01	Materials & equipment for physicial sciences	-	23 758 00	23 758 00	5 526 22	14 204 42	4 027 36 R
82-01	Student financial aid program	-	22 250 00	22 250 00	20 925 00	-	1 325 00 R
83-00	Training in radiological health	29 451 96	50 420 00	79 871 96	37 373 82	11 210 78	31 287 36 R
84-00	College work study program	28 080 22	95 486 00	123 566 22	58 849 74	-	64 716 48 R
85-00	Polymerization of monolayers absorbed on sodium montmorillonite	11 479 71	5 800 00	17 279 71	7 934 86	416 61	8 928 24 R
86-00	Two graduate traineeships in engineering, mathematical & physical sciences	3 058 06	12 514 00	15 572 06	8 702 14	-	6 869 92 R
87-01	Research participation for college teachers	1 200 00	-	1 200 00	1 200 00	-	-
88-01	Train students - space related sciences & tech.	-	9 032 00	9 032 00	4 168 00	-	4 864 00 R
89-01	Graduate traineeship program	-	5 183 00	5 183 00	2 232 50	-	2 950 50 R
	Holyoke Community College						
92-01	College work study program	-	12 639 78	12 639 78	6 456 60	-	6 183 18 R
95-01	College library resources program	-	5 000 00	5 000 00	4 412 33	580 87	6 80 R
	Department of Education						
	Northern Essex Community College						
94-01	College library resources program	$ -	$ 5 000 00	$ 5 000 00	$ 4 776 70	$ 212 41	$ 10 89 R
	North Shore Community College						
97-01	College library resources program	-	5 000 00	5 000 00	4 229 30	770 58	12 R
	Miscellaneous						
52-00	Endowment of college	-	322 375 97	322 375 97	322 375 97	-	-
55-00	Federal nursery production	3 08	-	3 08	-	-	3 08 R

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

4300		July 1, 1966 Balance	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	Department of Education University of Massachusetts						
23-00	Bacteriology & zoology - constr. & fixed equip.	40 709 00	-	40 709 00	-	-	40 709 00 R
24-00	Bacteriology & zoology - movable equipment	16 329 00	-	16 329 00	-	-	16 329 00 R
27-00	Fac. - research & graduate training - equipment	21 800 00	-	21 800 00	290 00	21 492 16	17 84 R
	Graduate Research in Food Science						
25-00	Remodel bldg. & constr. structure-constr. & equip.	16 520 75	-	16 520 75	476 99	16 043 76	-
26-00	Remodel bldg. & constr. structure-lab. apparatus	1 096 42	-	1 096 42	-	-	1 096 42 R
	Research in Avian Biology						
28-00	Fac. for graduate level-constr. & furnishings	82 941 61	-	82 941 61	82 941 61	-	-
29-00	Fac. for graduate level-laboratory apparatus	3 950 00	-	3 950 00	-	-	3 950 00 R
	Vocational Education Act of 1963						
40-01	Massachusetts Research Coordinating Unit for vocational education	-	42 594 00	42 594 00	2 211 00	-	40 383 00 R
02	Conference on new educational curricula for sub-professional personnel in health service	-	36 670 00	36 670 00	16 658 20	20 011 80	-
	Cooperative Research						
50-01	Evaluation of reading methods - Springfield	3 277 15	19 392 00	22 669 15	16 194 39	-	6 474 76 R
02	Bridging the grade six to seven gap in math	2 766 67	2 500 00	5 266 67	-	-	5 266 67 R
03	Pilot prog. - cultural approach of history study - Mt. Greylock regional school district	52 94	10 670 00	10 722 94	6 972 31	-	3 750 63 R
04	Teaching math through time-shared computer	21 394 44	58 636 00	80 030 44	74 909 69	5 120 75	-
05	Imp. - music education - non-book instr. media	-	53 900 00	53 900 00	30 950 00 22 950 00 a	-	-
53-01	Educ. & race relations - televised in-service teacher training institute	20 515 81	3 299 00 cr	17 216 81	12 030 22	-	5 186 59 R
54-01	Development of aerospace curriculm guide	1 800 00	7 000 00	8 800 00	7 170 00	-	1 630 00 R

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

	4300	July 1, 1966 Balances	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	Elementary & Secondary Education Act of 1965						
55-01	Educ. children - low income families-assistance	1 103 162 91	15 799 831 54	16 902 994 45	16 083 832 66	-	819 161 79 R
02	Educ. children - low income families-adminis.	11 919 56	60 000 00	71 919 56	64 688 56	669 91	6 561 09 R
56-01	School library resource material program	955 258 87	2 677 125 00	3 632 383 87	2 240 897 80	261 663 39	1 129 822 68 R
02	School library resource material program - administration	33 043 56	70 000 00	103 043 56	86 320 50	12 505 77	4 217 29 R
57-01	Strengthening State Department of Education	304 356 29	209 142 62	513 498 91	363 423 81	71 969 69	78 105 41 R
	Southeastern Mass. Technological Institute						
58-00	College work study program	3 871 67	163 162 00	167 033 67	143 988 02	-	23 045 65 R
	Higher Education Facilities Commission						
59-00	Administrative expenses - Title I	13 672 11	44 109 00	57 781 11	36 308 96	4 074 13	17 398 02 R
96-01	Community service & continuing educ. prog.	-	462 187 00	462 187 00	279 575 79	12 200 00	170 411 21 R
	State College at North Adams						
30-01	Library resource materials	-	5 000 00	5 000 00	4 632 63	367 37	-
86-00	College work study program	4 987 06	9 461 50	14 448 56	13 941 55	-	507 01 R
	State College at Lowell						
31-01	Library resource materials	-	5 000 00	5 000 00	5 000 00	-	-
84-00	College work study program	21 307 86	21 470 00	42 777 86	23 511 91 9 048 00 a	-	10 217 95 R
	State College at Westfield						
34-01	Library resource materials	-	5 000 00	5 000 00	3 760 72	1 237 16	2 12 R
85-00	College work study program	8 744 54	54 180 00	62 924 54	60 865 79	2 058 75	-
92-01	Audio visual equipment	-	3 228 00	3 228 00	1 891 51	1 335 13	1 36 R
	State College at Boston						
82-00	College work study program	1 431 20	66 985 00	68 416 20	67 976 74	16 76	422 70 R
89-01	Equipment for biological & physical science - mathematics, geography and the arts	-	15 008 00	15 008 00	8 679 21	4 009 87	2 318 92 R
	State Colleges - Work Study Programs						
80-00	Salem	5 251 53	32 274 00	37 525 53	37 086 40	-	439 13 R
81-00	Bridgewater	9 791 22	51 484 00	61 275 22	50 568 08	10 707 14	-
83-00	Fitchburg	6 118 02	14 303 00	20 421 02	15 704 94	4 716 08	-
87-00	Framingham	14 683 10	17 605 00	32 288 10	21 113 98	1 450 00	9 724 12 R
88-00	Worcester	-	31 050 00	31 050 00	11 418 17	5 411 83	14 220 00 R
90-00	Adult Basic Education Title IIB, E. O. A.	66 707 26	834 645 00	901 352 26	814 215 70	2 680 31	84 456 25 R
91-01	Civil Defense Adult Education Program	9 316 27	76 000 00	85 316 27	74 379 70	739 56	10 197 01 R
	Massachusetts Council on the Arts						
93-01	Study - plan development of a State Art Agency	-	25 000 00	25 000 00	12 238 65	2 961 94	9 799 41 R
	Council on the Arts and Humanities						
94-01	Initial test program	-	12 053 00	12 053 00	5 903 70	5 649 30	500 00 R

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

4400	July 1, 1966 Balance	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
Department of Education						
Southeastern Mass. Technological Institute						
01-01 Campus wide closed circuit television equip.	-	22 756 00	22 756 00	-	-	22 756 00 R
02-01 Language laboratory equipment	-	43 788 00	43 788 00	-	-	43 788 00 R
03-01 Shell model configuration mixing calculation for 016 and related nuclei	-	4 000 00	4 000 00	-	-	4 000 00 R
04-01 Instructional scientific equipment	-	8 231 79	8 231 79	5 731 79	-	2 500 00 R
05-01 Allied health profession educ. improv. sys.	-	6 503 00	6 503 00	-	-	6 503 00 R
Berkshire Community College						
10-01 College work study program	-	46 335 93	46 335 93	8 084 10	-	38 251 83 R
Mount Wachusett Community College						
11-01 College work study program	-	4 500 00	4 500 00	4 500 00	-	-
Quinsigamond Community College						
12-01 Library resources program	-	5 000 00	5 000 00	4 820 40	178 38	1 22 R
Northern Essex Community College						
13-01 College work study program	-	8 865 00	8 865 00	4 320 00	4 545 00	-
Holyoke Community College						
14-01 Foreign languages - equipment	-	9 947 00	9 947 00	9 784 25	162 50	25 R
Cape Cod Community College						
16-01 Library resources program	-	5 000 00	5 000 00	3 208 18	1 791 82	-
Mass. Rehabilitation Commission						
20-01 Workshops & rehabilitation facilities	-	41 821 00	41 82 . 00	13 577 15	1 563 15	26 680 70 R
TOTAL	$ 13 161 091 30	$218 841 845 92	$232 002 937 22	$211 949 564 61 409 122 80 a 910 446 26 b	$ 3 047 336 18	$ 15 686 467 37 R

a. Refund of Receipts.
b. Transfers to General Fund.
cr. Credit.
R. Reserved for Balances Forwarded.

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Board of Education and Commissioner's Office							
8063-53	Invest. & study - methods of transmission of educational TV & procur. TV equipment	30 636 13 A	30 636 13	22 625 96	4 767 48	3 242 69 R	50 000 00	41 989 83
8064-07	Scientific, technological & other educational reference material - Educational Institutions	11 691 84 A	11 691 84	1 122 84	4 874 43	5 694 57 R	200 000 00	189 431 00
8164-23	Scientific, technological & other educational - reference material - Educational Institutions	5 792 81 A	5 792 81	3 755 36	997 61	1 039 84 R	100 000 00	97 962 55
8260-07	Fire protection improvements	9 584 56 A	9 584 56	8 684 56	900 00	-	368 558 94	367 658 94
8166-74	Board of Education - equipment	400 00 A	400 00	190 04	-	209 96	190 04	190 04
	Division of Administration and Personnel State Building, Newbury Street							
8165-72	Repairs and improvements	11 00 A	11 00	11 00	-	-	6 500 00	6 500 00
8166-73	Repairs and improvements	3 500 00 A	3 500 00	-	-	3 500 00	-	-
	Bureau of Teachers' Retirement							
8166-79	Equipment	2 091 24 A	2 091 24	2 091 24	-	-	2 250 00	2 250 00
	Division of Curriculum and Instruction Library Bureau							
8166-75	Scientific, tech. & other educ. ref. material	7 036 70 A	7 036 70	5 256 49	1 780 21	-	16 000 00	14 219 79
	Division of School Facilities & Related Services							
8265-50	School Building Assistance Bureau - equipment	355 30 A	355 30	355 30	-	-	1 768 05	1 768 05
	Board of Higher Education							
8165-76	Div. of Immigration & Americanization - equip.	41 80 A	41 80	41 80	-	-	994 48	994 48
	Board of Trustees of State Colleges							
8066-76	Devel. master plan - inst. of higher learning	100 000 00 A	100 000 00	32 061 14	54 728 86	13 210 00 R	100 000 00	32 061 14
8067-08	Devel. master plan - inst. of higher learning	100 000 00	100 000 00	65 803 25	34 196 75	-	100 000 00	65 803 25
8165-84	Pur. sci., tech. & other educ. ref. material	8 502 06 A	8 502 06	5 509 65	1 004 06	1 988 35	194 786 87	193 782 81
8166-80	Scientific, tech. & other educ. ref. material	109 624 40 A	109 624 40	98 916 45	10 646 56	61 39	199 938 61	189 292 05

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	State College - Boston							
8064-16	Plans - physical education building	$ 16 000 00 A	$ 16 000 00	$ -	$ 16 000 00	$ -	$ 80 000 00	$ 64 000 00
17	Renov. & improve - administration building	20 160 17 A	20 160 17	5 913 83	1 297 13	12 949 21 R	100 000 00	85 753 66
18	Constr. sci. bldg. & renov. p. plt. util. dist. sys.	127 000 00 A	127 000 00	-	-	127 000 00 R	127 000 00	-
8065-15	Construction of physical education center	1 597 871 08 A	1 597 871 08	876 019 28	279 264 56	442 587 24 R	2 170 000 00	1 448 148 20
8066-27	Acq. land, plans for renov., alter. & repairs	599 500 00 A	599 500 00	549 500 00	4 100 00	45 900 00 R	600 000 00	550 000 00
71	Plans-clsrm., lib., and caf. bldg., etc.	350 000 00 A	350 000 00	-	263 100 00	86 900 00 R	350 000 00	-
8067-17	Acq. land, plans for renov., alter. & repairs	1 500 000 00	1 500 000 00	134 364 68	-	1 365 635 32 R	1 500 000 00	134 364 68
64	Plans-clsrm., lib., and caf. bldg., constr. of steam vault and lines	90 000 00	90 000 00	-	-	90 000 00 R	90 000 00	-
8166-99	Repairs and improvements	15 000 00 A	15 000 00	9 589 00	3 127 00	2 284 00	12 716 00	9 589 00
8261-28	Constr. sci. bldg. & renov. p. plt. util. dist. sys.	40 768 87 A	40 768 87	11 300 00	8 220 98	21 247 89 R	2 600 000 00	2 570 531 13
8265-05	Exterior painting	5 045 00 A	5 045 00	5 045 00	-	-	5 045 00	5 045 00
8266-01	Equipment	23 963 65 A	23 963 65	18 928 57	5 029 49	5 59	24 994 41	19 964 92
	State College - Bridgewater							
8063-04	Constr. power plant & improv. utility system	19 458 74 A	19 458 74	84 00	16 488 52	2 886 22 R	1 044 000 00	1 024 625 26
8065-05	Acquisition of property	25 730 52 A	25 730 52	6 313 55	13 748 25	5 668 72 R	100 000 00	80 583 03
86	Plans for student union building	56 732 94 A	56 732 94	-	56 732 94	-	170 000 00	113 267 06
8066-13	Constr. aud., student-union & cafeteria bldg.	3 930 000 00 A	3 930 000 00	5 705 99	-	3 924 294 01 R	3 930 000 00	5 705 99
14	Improv. & additions - utility distribution sys.	349 341 00 A	349 341 00	103 309 70	73 681 30	172 350 00 R	350 000 00	103 968 70
77	Constr. physical educ. fac., site preparation	91 000 00 A 45 050 00 D	136 050 00	64 515 27	61 385 19	10 149 54 R	136 050 00	64 515 27
8067-10	Constr. aud., student-union & cafeteria bldg.	330 000 00	330 000 00	-	-	330 000 00 R	330 000 00	-
8067-63	Acq. land, develop. college & plan library	225 000 00	225 000 00	58 450 00	-	166 550 00 R	225 000 00	58 450 00
8165-85	Repairs and improvements	6 442 00 A	6 442 00	6 442 00	-	-	13 360 00	13 360 00
86	Equipment - Boarding Hall	3 778 76 A	3 778 76	3 744 92	-	33 84	21 939 36	21 939 36
87	Fire escapes - Tellinghast & Woodward Dorm.	1 500 00 A	1 500 00	-	1 500 00	-	1 500 00	-
8166-81	Repairs and improvements	17 000 00 A	17 000 00	9 740 42	4 351 05	2 908 53	14 091 47	9 740 42
82	Equipment	14 262 00 A	14 262 00	12 279 80	1 528 40	453 80	17 846 20	16 317 80
8258-24	Dormitory	3 320 05 A	3 320 05	3 320 05 K	-	-	598 284 92	598 284 92
25	Dorm. & improv. kitchen & dining facilities	31 20 A	31 20	31 20 K	-	-	1 251 785 39	1 251 785 39
8259-15	Improv. plumbing, heating & ventilating sys.	7 024 17 A	7 024 17	-	7 024 17	-	138 382 77	131 358 60
8260-10	Land or land with building thereon	6 736 40 A	6 736 40	3 195 00 3 541 40 D	-	-	106 370 31	106 370 31
8262-05	Science classrm. building & improv. gymn.	180 341 25 A	180 341 25	6 347 97	83 553 48	90 439 80 R	2 380 000 00	2 206 006 72
8264-90	Repairs to floors, Burnell Sch. & Boyden Hall	7 590 00 A	7 590 00	7 080 15	500 00	9 85	19 953 25	19 453 25
93	Classroom & laboratory equipment	50 89 A	50 89	-	-	50 89	34 909 69	34 909 69
	State College - Fitchburg							
8063-05	Plans for women's dormitory	9 144 73 A	9 144 73	7 808 22	1 322 72	13 79 R	91 000 00	89 663 49
54	Acq. prop. & constr. physical educ. fields & fac.	210 073 18 A	210 073 18	8 181 35	11 348 33	190 543 50 R	250 000 00	48 108 17
8065-07	Construction of women's dormitory	971 808 98 A	971 808 98	838 513 59	82 320 01	50 975 38 R	2 181 000 00	2 047 704 61
8066-16	Plans, teacher-training sch. & renov. bldgs.	170 000 00 A	170 000 00	25 201 85	135 423 15	9 375 00 R	170 000 00	25 201 85
78	Study, prep. plans & specs. education center	25 000 00 A	25 000 00	2 065 33	22 934 67	-	25 000 00	2 065 33
8067-11	Constr., teacher-training sch. & renov. bldgs.	4 000 000 00	4 000 000 00	-	-	4 000 000 00 R	4 000 000 00	-
12	Site develop., improv. & add. utility dist. sys.	200 000 00	200 000 00	3 618 75	12 981 25	183 400 00 R	200 000 00	3 618 75
8165-88	Repairs and improvements	522 00 A	522 00	522 00	-	-	25 967 32	25 967 32
89	Equipment - Boarding Hall	736 13 A	736 13	736 13	-	-	16 499 31	16 499 31

8166-83	Repairs and improvements	20 000 00 A	20 000 00	19 996 00	-	4 00	19 996 00	19 996 00
84	Equipment	13 930 26 A	13 930 26	13 799 96	129 70	60	15 999 40	15 869 70
8259-18	Acq. land with buildings & plans for building	4 455 79 A	4 455 79	4 455 79 K	-	-	117 544 21	117 544 21
8260-12	Lib., aud., clsrm. bldg. - renov. & acq. prop.	137 122 05 A	137 122 05	56 087 90	45 995 52	-	2 464 961 37	2 418 965 85
				35 038 63 D				
	State College - Framingham							
8064-08	Plans - clsrm. - lib. - language lab. building	2 989 92 A	2 989 92	1 703 98	600 00	685 94 R	75 000 00	73 714 06
8066-17	Constr. clsrm. - lib. - lang. bldg. & TV system	3 157 323 30 A	3 157 323 30	136 246 91	2 641 143 32	379 933 07 R	3 175 000 00	153 923 61
8165-90	Repairs & improvements - Boarding Hall	1 390 00 A	1 390 00	1 390 00	-	-	13 328 00	13 328 00
91	Equipment - Boarding Hall	1 808 03 A	1 808 03	1 791 03	-	17 00	9 954 93	9 954 93
8166-85	Repairs and improvements	13 225 00 A	13 225 00	5 200 00	7 443 00	582 00	13 418 00	5 975 00
86	Equipment	5 000 00 A	5 000 00	3 697 97	794 60	507 43	4 492 57	3 697 97
87	Equipment - Boarding Hall	4 100 00 A	4 100 00	-	3 898 40	201 60	3 898 40	-
8258-26	Dormitory, student-union bldg., parking, etc.	86 414 16 A	86 414 16	76 314 16 K	10 100 00	-	1 423 685 84	1 413 585 84
8259-24	Land and land with buildings	6 859 17 A	6 859 17	5 795 22	-	-	38 936 05	38 936 05
				1 063 95 K				
25	Constr. bldg. & renov. facilities & remove bldg.	90 957 75 A	90 957 75	6 412 90	2 798 96	-	194 254 11	191 455 15
				81 745 89 K				
8260-13	Improv. boiler plt. & utility dist. systems	28 177 64 A	28 177 64	-	28 177 64	-	792 827 75	764 650 11
14	Home economics & science bldg. & parking area	35 076 04 A	35 076 04	1 40 D	35 074 64	-	1 897 193 48	1 862 118 84
8263-82	Renov. for clsrm. space, May & Dwight Halls	235 03 A	235 03	-	-	235 03	65 243 47	65 243 47
	State College - Lowell							
8063-06	Constr. power plt. & improv. utility dist. sys.	57 973 84 A	57 973 84	19 824 15	633 49	-	762 483 80	761 850 31
				37 516 20 D				
45	Construction of women's dormitory	183 926 93 A	183 926 93	155 221 95	14 136 34	-	978 431 36	964 295 02
				14 568 64 D				
46	Acquisition of property	5 199 05 A	5 199 05	1 421 65	3 777 40	-	40 000 00	36 222 60
8065-08	Acquisition of property	32 863 20 A	32 863 20	29 529 60	-	3 333 60 R	119 000 00	115 666 40
8066-18	Plans, science-classroom-student-union bldg.	138 000 00 A	138 000 00	27 535 12	106 996 88	3 468 00 R	138 000 00	27 535 12
8067-13	Constr. science-classroom-dining hall fac.	3 400 000 00	3 400 000 00	-	-	3 400 000 00 R	3 400 000 00	-
8165-92	Repairs and improvements	3 485 00 A	3 485 00	3 485 00	-	-	4 985 00	4 985 00
93	Equipment	353 56 A	353 56	350 09	-	3 47	4 943 76	4 943 76
8166-88	Repairs and improvements	16 000 00 A	16 000 00	2 732 44	12 873 00	394 56	15 605 44	2 732 44
89	Equipment	10 000 00 A	10 000 00	4 573 19	5 426 81	-	10 000 00	4 573 19
8259-26	Plans - addition for science classroom	1 294 47 A	1 294 47	1 294 47 K	-	-	23 705 53	23 705 53
8260-15	Addition for science classrooms	4 283 58 A	4 283 58	907 81 D	3 375 77	-	405 092 19	401 716 42
8261-21	Constr. adm., caf., lib., clsrm. bldg. & TV sys.	135 639 75 A	135 639 75	7 767 00	90 890 90	-	1 366 018 15	1 275 127 25
				36 981 85 D				
8263-84	Repairs and improvements	11 00 A	11 00	-	-	11 00	3 989 00	3 989 00
85	Equipment	63 58 A	63 58	-	-	63 58	2 936 42	2 936 42
	State College - North Adams							
8063-07	Acq. - prop., plans power plt. & demol. bldgs.	34 692 07 A	34 692 07	1 112 07	29 700 00	3 880 00 R	215 000 00	181 420 00
8064-09	Plans - women's dorm., kitchen & dining fac.	12 533 90 A	12 533 90	6 992 71	2 235 46	3 305 73 R	75 000 00	69 458 81
10	Boiler plant & utility distribution system	798 000 00 A	798 000 00	43 460 88	17 426 07	737 113 05 R	800 000 00	45 460 88
8065-09	Construction of women's dormitory	1 645 000 00 A	1 645 000 00	809 656 52	704 230 73	131 112 75 R	1 645 000 00	809 656 52
8066-19	Purchase - Mark Hopkins School, North Adams	250 000 00 A	250 000 00	250 000 00	-	-	250 000 00	250 000 00
20	Plans & specs. - clsrm., adm. & library bldg.	136 890 00 A	136 890 00	85 695 65	1 194 35	50 000 00 R	150 000 00	98 805 65
8067-14	Constr. clsrm., adm. & library building	3 000 000 00	3 000 000 00	-	-	3 000 000 00 R	3 000 000 00	-
8166-90	Equipment	1 378 95 A	1 378 95	1 204 50	174 27	18	6 599 82	6 425 55
91	Equipment - Boarding Hall	4 000 00 A	4 000 00	-	-	4 000 00	-	-
	State College - Salem							
8063-08	Acq. property & plans - dorm. & dining fac.	66 286 44 A	66 286 44	-	-	66 286 44 R	184 000 00	117 713 56
8064-11	Addition to boiler plant	382 392 18 A	382 392 18	313 631 50	37 314 11	31 446 57 R	475 000 00	406 239 32
12	Plans - student-union building, cafeteria	28 00 A	28 00	-	28 00	-	75 000 00	74 972 00
8065-10	Constr. - student-union building, cafeteria	981 602 74 A	981 602 74	853 366 13	104 757 65	23 478 96 R	1 769 000 00	1 640 763 39
11	Acquisition of property	22 276 50 A	22 276 50	3 845 40	-	18 431 10 R	125 000 00	106 568 90

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	State College - Salem							
8066-21	Improv. & additions - utility distrib. systems	$ 188 967 12 A	$ 188 967 12	$ 141 634 96	$ 34 045 64	$ 13 286 52 R	$ 200 000 00	$ 152 667 84
22	Plans - athletic fac. & constr. athletic fields	150 000 00 A	150 000 00	4 350 57	137 803 31	7 846 12 R	150 000 00	4 350 57
96	Preparation of plans for a library	150 000 00 A	150 000 00	2 064 10	146 505 90	1 430 00 R	150 000 00	2 064 10
97	Prep. plans - addition to arts & science bldg.	75 000 00 A	75 000 00	50 206 88	24 793 12	-	75 000 00	50 206 88
8067-65	Acq. of land - outdoor athletic fields	200 000 00	200 000 00	154 080 00	-	45 920 00 R	200 000 00	154 080 00
8165-96	Repairs and improvements	704 83 A	704 83	700 32	-	4 51	19 995 49	19 995 49
97	Repairs - exterior walls, academic building	3 765 30 A	3 765 30	3 128 20	-	637 10	9 362 90	9 362 90
98	Equipment	4 824 27 A	4 824 27	4 823 95	-	32	12 999 68	12 999 68
8166-92	Repairs and improvements	9 075 61 A	9 075 61	9 025 42	-	50 19	12 449 81	12 449 81
93	Equipment	7 856 29 A	7 856 29	7 853 09	-	3 20	9 996 80	9 996 80
8259-32	Cafeteria - Horace Mann Training School	425 00 A	425 00	425 00 K	-	-	21 771 44	21 771 44
8260-77	Classroom bldg. & additional boiler capacity	4 494 81 A	4 494 81	224 00	4 270 81	-	1 907 300 00	1 903 029 19
8261-27	Clsrm. bldg. - TV sys., add. boiler cap. & land	53 065 13 A	53 065 13	20 753 32 291 91 D	32 019 90	-	499 708 09	467 688 19
8364-03	Constr. receiving rm. & archives area - library	20 00 A	20 00	-	20 00	-	19 927 01	19 907 01
05	Rep. & improv. to convert auditorium to clsrms.	100 00 A	100 00	-	-	100 00	25 699 20	25 699 20
8463-75	Constr. garage, repair and workshop	100 00 A	100 00	-	-	100 00	28 832 51	28 832 51
	State College - Westfield							
8063-09	Constr. dorm., dining facilities expansion & improvements - utilities & parking areas	283 447 96 A	283 447 96	13 576 96	214 281 41	55 589 59 R	910 000 00	640 129 00
10	Renovation of training school	2 240 67 A	2 240 67	-	2 039 59	201 08 R	45 000 00	42 759 33
8064-15	Acq. land & plans, student-union - library bldg.	9 946 30 A	9 946 30	6 607 98	222 32	3 116 00 R	125 000 00	121 661 68
8065-12	Plans - elementary training school on campus	45 599 99 A	45 599 99	-	45 599 99	-	60 000 00	14 400 01
13	Acq. prop. & plans, student-union - library bldg.	19 608 60 A	19 608 60	19 608 60	-	-	50 000 00	50 000 00
8066-23	Constr. - elementary training school on campus	2 000 000 00 A	2 000 000 00	298 75	1 707 866 50	291 834 75 R	2 000 000 00	298 75
24	Improv. & additions - utility distrib. systems	200 000 00 A	200 000 00	118 425 65	43 520 35	38 054 00 R	200 000 00	118 425 65
25	Acq. land & plans, student-union - library bldg.	60 000 00 A	60 000 00	45 017 64	982 36	14 000 00 R	60 000 00	45 017 64
8067-15	Constr. - student-union - library bldg.	3 200 000 00	3 200 000 00	-	-	3 200 000 00 R	3 200 000 00	-
16	Improv. & additions - utility distrib. systems	40 000 00	40 000 00	31 301 34	8 698 66	-	40 000 00	31 301 34
8165-99	Repairs and improvements	4 500 00 A	4 500 00	4 500 00	-	-	4 500 00	4 500 00
8166-94	Repairs and improvements	7 500 00 A	7 500 00	5 852 30	1 563 70	84 00	7 416 00	5 852 30
95	Equipment	8 000 00 A	8 000 00	4 633 45	3 339 25	27 30	7 972 70	4 633 45
96	Boarding Hall - equipment	2 000 00 A	2 000 00	1 020 00	972 01	7 99	1 992 01	1 020 00
8260-17	Clsrm. bldg. - TV sys., kitchen & caf. facilities	41 288 31 A	41 288 31	3 244 60	8 985 40	29 058 31 R	1 080 000 00	1 041 956 29
8265-01	Equipment - Boarding Hall	2 970 91 A	2 970 91	2 970 28	-	63	15 429 99	15 429 99
8364-07	Equipment	131 00 A	131 00	-	-	131 00	7 204 41	7 204 41
8366-72	Renovation & modernization, Albrecht House	24 973 30 A	24 973 30	24 914 80	-	58 50	24 941 50	24 941 50
	State College - Worcester							
8065-14	Plans for library building	129 876 12 A	129 876 12	18 585 09	111 291 03	-	131 000 00	19 708 97
8166-97	Repairs and improvements	11 200 00 A	11 200 00	-	11 134 40	65 60	11 134 40	-
98	Equipment	12 330 00 A	12 330 00	5 207 75	6 354 89	767 36	11 732 64	5 377 75
8258-03	Constr. gymn., lib., caf. & classroom building	49 50 A	49 50	49 50 K	-	-	101 623 28	101 623 28
8262-07	Clsrm., lab. bldg., aud., TV sys., imp. boiler plt.	398 367 50 A	398 367 50	67 629 83	87 256 57	243 481 10 R	2 854 000 00	2 523 262 33
8263-93	Equipment	157 40 A	157 40	-	-	157 40	7 920 24	7 920 24
8265-02	Repairs and improvements	17 260 00 A	17 260 00	17 248 75	-	11 25	21 675 57	21 675 57
03	Equipment	9 413 35 A	9 413 35	8 839 49	570 47	3 39	14 173 50	13 603 03
8364-08	Repairs and improvements	1 057 50 A	1 057 50	565 00	-	492 50	9 436 80	9 436 80
09	Equipment	348 44 A	348 44	319 70	-	28 74	10 907 43	10 907 43

	Massachusetts College of Art							
8066-28	Plans, campus develop.& art clsrm.-adm.bldg.	350 000 00 A	350 000 00	6 810 20	268 914 80	74 275 00 R	350 000 00	6 810 20
8259-37	Study - bldg. needs & preparation of plans	2 195 00 A	2 195 00	2 195 00 K	-	-	33 005 00	33 005 00
8266-02	Repairs and improvements	3 000 00 A	3 000 00	2 470 50	529 00	50	2 999 50	2 470 50
03	Equipment	6 130 55 A	6 130 55	4 409 00	1 718 67	2 88	9 997 12	8 278 45
	Massachusetts Maritime Academy							
8063-03	Construction of engineering classroom bldg.	269 000 00 A	269 000 00	143 860 10	125 139 90	-	269 000 00	143 860 10
8065-04	Constr.-bldg. inc. lab., clsrms., lib.& offices	328 050.45 A	393 958 45	27 936 24	232 043 69	133 978 52 R	415 908 00	49 885 79
		65 908 00 D						
8066-29	Land, plans, health & physical education facility	107 500 00 A	107 500 00	24 615 24	77 984 76	4 900 00 R	200 000 00	117 115 24
8067-18	Constr.-bldg. inc. lab., clsrms., lib.& offices	273 592 00	273 592 00	-	273 592 00	-	273 592 00	-
8165-82	Equipment	62 73 A	62 73	62 73	-	-	1 415 75	1 415 75
83	Sci., tech.& other educ. ref. material - library	2 509 71 A	2 509 71	1 701 11	43 78	764 82	14 022 64	13 978 86
8259-10	Acquisition of land with buildings	254 94 A	254 94	-	254 94	-	60 150 00	59 895 06
11	Plans for engineering classroom building	7 091 90 A	7 091 90	7 091 90	-	-	30 000 00	30 000 00
13	Construction of central heating plant	382 22 A	382 22	382 22 K	-	-	106 049 74	106 049 74
14	Addition, administrative offices & renov. bldg.	2 454 55 A	2 454 55	2 454 55 K	-	-	72 452 15	72 452 15
8260-08	Addition, administrative offices & renov. bldg.	424 32 A	424 32	424 32 D	-	-	69 325 68	69 325 68
8262-04	Purchase & install power conversion unit	500 80 A	500 80	500 80 D	-	-	51 809 65	51 809 65
8264-86	Repairs & improvements - wharf & buildings	11 010 38 A	11 010 38	-	-	11 010 38	73 989 62	73 989 62
8266-04	Equipment	333 95 A	333 95	-	-	333 95	1 116 05	1 116 05
8463-74	Acquisition of property, improvements	1 299 85 A	1 299 85	-	1 299 85	-	22 427 50	21 127 65
	Lowell Technological Institute of Massachusetts							
8063-47	Acq. prop. & plans - athletic & phys. ed. bldg.	4 248 04 A	4 248 04	-	14 60	4 233 44 R	260 000 00	255 751 96
56	Plans - renov. & moving for classrm. space	100 00 A	100 00	-	100 00	-	25 000 00	24 900 00
8064-19	Construction of physical education building	349 857 60 A	349 857 60	266 355 96	83 428 34	73 30 R	2 120 000 00	2 036 498 36
20	Acq. land - physical education fields & improv.	19 169 12 A	19 169 12	1 000 00	14 169 12	4 000 00 R	65 000 00	46 830 88
8065-16	Acquisition of land	92 300 00 A	92 300 00	880 15	-	91 419 85 R	145 000 00	53 580 15
17	Acquisition of property	3 991 48 A	3 991 48	250 00	-	3 741 48 R	15 000 00	11 258 52
18	Plans - addition to Alumni Mem. Library Bldg.	32 292 66 A	32 292 66	24 686 10	7 606 56	-	58 000 00	50 393 44
19	Construction - athletic playing fields	390 000 00 A	390 000 00	96 252 91	292 892 09	855 00 R	390 000 00	96 252 91
20	Constr. - maintenance, storage & garage bldg.	31 356 45 A	31 356 45	1 315 00	6 251 06	23 790 39 R	210 000 00	179 958 55
21	Plans - renov. & moving for classrm. space	69 516 56 A	69 516 56	-	14 316 56	55 200 00 R	125 000 00	55 483 44
22	Constr. - physical education building	160 000 00 A	160 000 00	25 541 05	79 757 50	54 701 45 R	160 000 00	25 541 05
8066-30	Addition to Alumni Memorial Library Building	1 717 000 00 A	1 717 000 00	-	4 400 00	1 712 600 00 R	1 717 000 00	-
31	Moving machinery & renov. four buildings	1 450 000 00 A	1 450 000 00	-	-	1 450 000 00 R	1 450 000 00	-
32	Plans - chemistry bldg. & renov. building	145 000 00 A	145 000 00	26 247 90	113 352 10	5 400 00 R	145 000 00	26 247 90
33	Improv. - power plant & utility distrib. sys.	125 000 00 A	125 000 00	9 829 28	57 050 60	58 120 12 R	125 000 00	9 829 28
79	Constr. clsrms & lab. - nuclear eng. center	522 800 00 A	522 800 00	37 493 90	376 188 97	109 117 13 R	522 800 00	37 493 90
8067-20	Moving machinery & renov. four buildings	1 950 000 00	1 950 000 00	-	-	1 950 000 00 R	1 950 000 00	-
21	Plans-chemistry bldg. & renov. present bldg.	155 000 00	155 000 00	-	-	155 000 00 R	155 000 00	-
8258-33	Lighting units & fire protection improvements	84 42 A	84 42	4 50	-	79 92 R	11 000 00	10 920 08
8259-39	Plans - nuclear engineering center	200 237 41 A	200 237 41	-	-	200 237 41 R	300 000 00	99 762 59
42	Fire protection improvements	5 772 61 A	5 772 61	-	5 772 61	-	30 000 00	24 227 39
8260-21	Fire protection improvements	177 963 75 A	177 963 75	-	17 962 86	160 000 89 R	200 000 00	22 036 25
8261-22	Constr. clsrm. & lab. for Nuclear Engr. Ctr.	659 896 01 A	659 896 01	27 079 18	631 211 37	1 605 46 R	1 600 000 00	967 183 17
35	Plans - improv. power plt. & utility dist. sys.	4 078 40 A	4 078 40	3 836 26	242 14	-	12 500 00	12 257 86
8262-08	Acq. & improv. land - physical education fields	50 312 11 A	50 312 11	13 920 38	27 540 93	8 850 80 R	350 000 00	313 608 27
09	Constr. clsrm. & lab. for Nuclear Engr. Ctr.	2 726 732 97 A	2 726 732 97	734 549 99	1 986 836 24	5 346 74 R	2 800 000 00	807 817 02
10	Improv. power plant & utility dist. center	195 655 72 A	195 655 72	187 340 71	8 315 01	-	200 000 00	191 684 99
8265-11	Repairs and improvements	30 660 07 A	30 660 07	30 527 07	133 00	-	59 202 64	59 069 64
12	Maintenance and office equipment	53 90 A	53 90	53 90	-	-	14 270 56	14 270 56
13	Classroom and laboratory equipment	10 911 89 A	10 911 89	9 069 98	1 839 60	2 31	99 997 69	98 158 09
8266-05	Repairs and improvements	33 656 00 A	33 656 00	4 084 80	29 331 00	240 20	34 259 80	4 928 80
06	Maintenance and office equipment	11 054 72 A	11 054 72	10 904 01	145 90	4 81	12 245 19	12 099 29
07	Classroom and laboratory equipment	98 799 35 A	98 799 35	85 441 47	13 065 89	291 99	99 708 01	86 642 12
08	Sci., tech. & other educ. ref. material - library	22 235 37 A	22 235 37	20 657 30	1 578 07	-	50 000 00	48 421 93
8363-02	Repairs and improvements	483 42 A	483 42	-	-	483 42	903 43	903 43
06	Purchase of educational reference material	371 67 A	371 67	-	-	371 67	22 204 66	22 204 66

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Lowell Technological Institute of Massachusetts							
8364-17	Repairs and improvements	$ 63 07 A	$ 63 07	$ -	$ 63 07	$ -	$ 34 782 04	$ 34 718 97
18	Equipment	36 00 A	36 00	35 28	-	72	5 296 73	5 296 73
19	Classroom and laboratory equipment	380 00 A	380 00	-	380 00	-	98 836 31	98 456 31
	Southeastern Massachusetts Technological Institute							
8063-55	Rep. adm. bldg., imp. lib., classrms. & lab.	5 042 23 A	5 042 23	5 042 23 D	-	-	64 957 77	64 957 77
8064-21	Constr. classrm. & adm. fac. & utility facilities	950 193 18 A	950 193 18	686 786 35	148 622 51	114 784 32 R	6 240 000 00	5 976 593 17
8065-23	Constr. science & engineering building	5 366 000 00 A	5 366 000 00	475 701 65	4 885 734 74	4 563 61 R	5 366 000 00	475 701 65
24	Constr. lecture hall & administration group	4 031 385 80 A	4 031 385 80	59 846 37	142 373 79	3 829 165 64 R	4 084 000 00	112 460 57
26	Constr. textile technology building	1 181 718 05 A	1 181 718 05	54 469 96	1 127 248 09	-	1 200 000 00	72 751 91
27	Plans - development of institute	282 936 00 A	282 936 00	86 642 73	196 293 27	-	300 000 00	103 706 73
8066-34	Plans & constr. physical education facility	2 000 000 00 A	2 000 000 00	-	1 825 60	1 998 174 40 R	2 000 000 00	-
80	Construction - science & engineering bldg.	2 651 500 60 A	2 651 500 60	1 329 489 13	378 992 34	943 019 13 R	2 750 000 00	1 427 988 53
81	Constr. textile technological building	750 000 00 A	750 000 00	3 606 55	299 562 45	446 831 00 R	750 000 00	3 606 55
8067-22	Plans - classroom, science & engr. bldg. & review & study of the master plan	304 000 00	304 000 00	-	20 100 00	283 900 00 R	304 000 00	-
66	Improv. & add. power plt. & utility dist. system	296 000 00	296 000 00	-	24 100 00	271 900 00 R	296 000 00	-
8261-03	Acq. site & plans - clsrm. & other buildings	111 022 88 A	295 022 88	202 618 33	37 082 34	55 322 21 R	1 684 000 00	1 591 595 45
		184 000 00 D						
8266-09	Equipment	47 847 25 A	47 847 25	46 160 48	1 686 65	12	54 999 88	53 313 23
10	Sci., tech. & other educ. ref. material - library	30 492 25 A	30 492 25	19 297 88	11 194 37	-	50 000 00	38 805 63
	University of Massachusetts							
8063-11	Constr. eng. bldg. & ser. bldg. - experiment sta.	407 036 74 A	407 036 74	280 862 45	105 580 61	-	2 179 406 32	2 073 825 71
				20 593 68 D				
12	Improv. & add. - power plt. & utility dist. sys.	39 981 80 A	39 981 80	-	38 972 15	1 009 65 R	500 000 00	460 018 20
13	Plans for addition to Machmer Hall	500 00 A	500 00	135 78	100 00	264 22 R	30 000 00	29 635 78
14	Acq. land - railsiding & plans - cold storage fac.	26 176 37 A	26 176 37	3 29	24 456 74	-	33 283 66	8 826 92
				1 716 34 D				
15	Plans for administration building	3 328 35 A	3 328 35	285 32	3 043 03	-	110 000 00	106 956 97
16	Plans - clsrm. & lab. - Arts & Science College	103 653 36 A	103 653 36	-	26 753 36	76 900 00 R	110 000 00	6 346 64
17	Plans for poultry plant	138 95 A	138 95	134 78	4 17	-	15 000 00	14 995 83
18	Renovation of older classroom buildings	17 883 09 A	17 883 09	307 39	254 71	17 320 99 R	100 000 00	82 424 30
8064-22	Construction of administration building	2 132 208 63 A	2 132 208 63	1 634 714 04	453 268 20	44 226 39 R	3 000 000 00	2 502 505 41
23	Constr. add. - Machmer Hall, demol. structures	983 997 96 A	983 997 96	52 015 85	696 615 71	235 366 40 R	1 040 000 00	108 017 89
24	Constr. poultry plant laboratory buildings	288 741 28 A	288 741 28	234 952 94	20 056 40	33 731 94 R	300 000 00	246 211 66
25	Improv. & plans - power plt. & utility dist. sys.	326 575 72 A	326 575 72	326 514 39	61 33	-	750 000 00	749 938 67
26	Plans - agricultural lab. & farm service bldgs.	65 000 00 A	65 000 00	8 000 00	57 000 00	-	65 000 00	8 000 00
27	Plans - central storage building	100 00 A	100 00	-	100 00	-	60 000 00	59 900 00
28	Plans - classroom - laboratory & office bldg.	9 330 68 A	9 330 68	5 668 32	3 662 36	-	100 000 00	96 337 64
29	Plans - research facilities, clsrms. & lab.	294 05 A	294 05	-	100 00	194 05 R	250 000 00	249 705 95
30	Acquisition of land and development	42 705 82 A	42 705 82	29 815 31	-	12 890 51 R	300 000 00	287 109 49
31	Plans - theatre & aud. - classrm. & lab. bldg.	99 520 55 A	99 520 55	-	99 520 55	-	150 000 00	50 479 45
8065-28	Plans - roads, sidewalks, prkg. areas & constr.	673 135 23 A	673 135 23	452 411 91	22 287 71	198 435 61 R	1 000 000 00	779 276 68
29	Constr. bldg. - Coll. of Arts & Sciences & plans	3 088 657 37 A	3 088 657 37	84 083 07	2 844 213 07	160 361 23 R	3 138 000 00	133 425 70
30	Plans - res. fac., clsrms. & lab. - Graduate Sch.	20 630 61 A	20 630 61	98 96	14 431 65	6 100 00 R	272 000 00	251 468 35
31	Constr. storage bldg., renov. bldg. & develop	1 492 206 81 A	1 492 206 81	657 302 05	831 085 75	3 819 01 R	1 500 000 00	665 095 24
32	Constr. athletic fac., demolish structures, site development & utility services	234 897 89 A	234 897 89	51 637 91	28 059 98	155 200 00 R	1 022 000 00	838 740 02

8065-33	Renov.clsrm.bldg. & plans - renov.add.bldg.	434 308 05 A	434 308 05	104 643 26	62 816 14	266 848 65 R	730 000 00	400 335 21
34	Improv.pwer plt.& util.dist.sys.& survey	617 456 85 A	617 456 85	343 518 58	199 784 27	74 154 00 R	1 667 000 00	1 393 061 73
35	Procur.& install.academic & operational equipment, TV equipment & computer	232 485 46 A	232 485 46	36 519 06	3 585 53	192 380 87 R	1 000 000 00	804 033 60
8066-35	Construction of teaching and research fac.	6 060 000 00 A	6 060 000 00	791 023 41	79 712 00	5 189 264 59 R	6 060 000 00	791 023 41
36	Add. Machmer Hall, demol.& reloc. structures	1 697 000 00 A	1 697 000 00	-	1 697 000 00	-	1 697 000 00	-
69	Improv.dist.sys. & demol. serv. bldg.#125	1 000 000 00 A	1 000 000 00	31 08	117 010 00	882 958 92 R	1 000 000 00	31 08
70	Constr. roads, sidewalks & parking areas	500 000 00 A	500 000 00	237 555 55	262 444 45	-	500 000 00	237 555 55
82	Constr.& devel. fac. - Coll. of Arts & Sciences	750 000 00 A	750 000 00	-	750 000 00	-	750 000 00	-
91	Prep. plans, Medical Sch. inc., educ. planning	100 000 00 A	100 000 00	98 285 88	1 714 12	-	100 000 00	98 285 88
98	Medical School Loan, Act of 1965	1 750 000 00 A	1 750 000 00	337 085 84	175 145 30	1 237 768 86 R	1 750 000 00	337 085 84
8067-23	Construction of teaching & research facilities	10 527 838 00	10 527 838 00	-	-	10 527 838 00 R	10 527 838 00	-
24	Plans for additional library facilities	600 000 00	600 000 00	-	583 345 00	16 655 00 R	600 000 00	-
25	Improv.& add.-power plt.& utility dist.system	1 000 000 00	1 000 000 00	-	79 600 00	920 400 00 R	1 000 000 00	-
26	Replace movable furnishings & equipment	250 000 00	250 000 00	49 300 07	167 642 12	33 057 81 R	250 000 00	49 300 07
27	Mod.& convert bldgs.to lab., office & clsrm.	500 000 00	500 000 00	1 540 22	75 949 88	422 509 90 R	500 000 00	1 540 22
28	Plans & constr.cranberry exper. sta., Wareham	165 000 00	165 000 00	-	27 00	164 973 00 R	165 000 00	-
30	Plans - develop Boston branch of University, incl. site and master plan	200 000 00	200 000 00	-	-	200 000 00 R	200 000 00	-
31	Sci., tech.& educ.ref. material - Med.Sch.Lib.	230 000 00	230 000 00	113 097 08	116 881 00	21 92 R	230 000 00	113 097 08
67	Plans, constr.clsrms., lab.& office bldg. for College of Arts & Sciences & site develop.	210 000 00	210 000 00	16 50	-	209 983 50 R	210 000 00	16 50
68	Constr.central storage bldg., renov.bldg.& site	130 000 00	130 000 00	-	-	130 000 00 R	130 000 00	-
69	Acq. land for further develop. of University	300 000 00	300 000 00	76 213 66	7 000 00	216 786 34 R	300 000 00	76 213 66
98	Medical School Loan, Act of 1957	45 000 000 00	45 000 000 00	-	-	45 000 000 00 R	45 000 000 00	-
99	Constr.& add.Machmer Hall & demol.bldgs.	478 700 00	478 700 00	34 276 95	444 423 05	-	478 700 00	34 276 95
8157-33	Plans for science building	129 40 A	129 40	-	-	129 40 R	93 000 00	92 870 60
8256-30	Improv.& add.power plant & utility system	7 531 65 A	7 531 65	1 531 65	6 000 00	-	1 169 000 00	1 163 000 00
8258-35	Improv.& add.power plant & utility system	2 728 00 A	2 728 00	-	2 728 00	-	1 214 000 00	1 211 272 00
36	Science building	108 84 A	108 84	-	-	108 84 R	2 238 700 00	2 238 591 16
8259-44	Constr. school of ed.& lab. practice school	34 593 35 A	34 593 35	-	34 593 35	-	2 002 901 90	1 968 308 55
45	Constr. 3rd. section of science center	396 761 56 A	396 761 56	3 818 12	106 209 40	286 734 04 R	1 943 894 00	1 550 950 56
46	Construction of infirmary	1 895 83 A	1 895 83	1 895 83 K	-	-	1 000 421 33	1 000 421 33
47	Improv.& add. power plant & utility system	2 808 58 A	2 808 58	1 902 49	-	906 09 R	2 339 000 00	2 338 093 91
48	Constr. engineering & physics shop	13 033 38 A	13 033 38	26 85 K	13 006 53	-	859 973 15	846 966 62
51	Constr. cold storage laboratory	2 573 70 A	2 573 70	1 619 71	-	-	734 981 65	734 981 65
				953 99 K				
8260-23	Addition to dining commons	1 300 00 A	1 300 00	1 300 00 D	-	-	601 565 57	601 565 57
24	Improv.& add.power plant & utility systems	5 554 27 A	5 554 27	-	3 460 00	2 094 27 R	450 000 00	444 445 73
26	Plans - physical education building for men	548 44 A	548 44	548 44	-	-	138 000 00	138 000 00
8261-04	Improv.& add. power plant & utility systems	103 589 19 A	103 589 19	74 741 11	20 712 94	8 135 14 R	400 000 00	371 151 92
05	Constr. laboratory & classroom building	1 599 43 A	1 599 43	1 000 00	-	-	1 539 308 16	1 539 308 16
				599 43 D				
06	Construction of food technology building	55 744 66 A	55 744 66	23 109 77	30 297 45	-	1 597 662 56	1 567 365 11
				2 337 44 D				
08	Construction of addition to physics building	9 531 59 A	9 531 59	1 217 60	8 010 66	-	2 098 487 69	2 090 477 03
				303 33 D				
09	Constr. science center & seismograph bldg.	406 557 50 A	406 557 50	170 628 76	235 924 03	4 71 R	4 153 000 00	3 917 071 26
8262-11	Improv. & add. power plant & utility systems	212 586 12 A	212 586 12	25 919 92	144 071 16	42 595 04 R	500 000 00	313 333 80
12	Acquisition of certain land	29 586 53 A	29 586 53	9 122 48	30 00	20 434 05 R	371 000 00	350 535 95
13	Constr.classrm.& office bldg. - sch.bus.adm.	101 064 94 A	101 064 94	7 620 21	13 598 02	-	1 964 497 29	1 950 899 27
				79 846 71 D				
14	Constr.physical education building for men	329 913 61 A	329 913 61	1 914 19	15 111 42	312 888 00 R	3 600 000 00	3 272 000 58
8265-17	Repairs and improvements	3 636 00 A	3 636 00	3 636 00	-	-	277 999 95	277 999 95
18	Repairs, improvements, etc. - dormitories	133 809 06 A	133 809 06	133 654 37	-	154 69	248 666 57	248 666 57
19	Administrative & maintenance equipment	29 95 A	29 95	29 95	-	-	74 992 68	74 992 68
20	Classroom & laboratory equipment	2 090 26 A	2 090 26	2 033 26	-	57 00	224 917 37	224 917 37

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	University of Massachusetts							
8266-11	Repairs and improvements	$ 150 468 58 A	$ 150 468 58	$ 75 262 41	$ 75 201 35	$ 4 82	$ 150 495 18	$ 75 293 83
12	Equipment	262 369 03 A	262 369 03	259 997 97	2 371 06	-	327 000 00	324 628 94
13	Sci., tech., educ. & ref. material for library	5 260 73 A	5 260 73	5 260 62	-	11	199 999 89	199 999 89
8301-00	Boston Loan, Act of 1966	2 700 000 00	2 700 000 00	1 543 130 62	731 226 40	425 642 98 R	2 700 000 00	1 543 130 62
8364-26	Renovation of older classrooms	153 643 75 A	153 643 75	75 748 54	13 225 27	64 669 94 R	250 000 00	172 104 79
27	Repairs and improvements to dormitories	36 62 A	36 62	-	-	36 62	297 954 37	297 954 37
28	Acq. & constr. - coal equip. & storage facilities	12 194 78 A	12 194 78	2 559 00	6 400 00	3 235 78	315 867 49	309 467 49
	Regional Community Colleges							
8063-20	Establishment of colleges in Boston, Greenfield Springfield & Worcester areas	1 102 23 A	1 102 23	-	551 76	550 47 R	150 000 00	148 897 77
8064-32	Establishment of colleges in Boston, Greenfield Springfield & Worcester areas	51 372 94 A	51 372 94	22 073 97	28 785 87	513 10 R	150 000 00	120 701 03
33	Est. comm. college - No. Central Worcester Co.	26 910 45 A	26 910 45	21 905 48	3 778 25	1 226 72 R	507 540 00	502 535 03
34	Study - location for Mass. Bay Comm. College	6 032 41 A	6 032 41	-	617 31	5 415 10 R	30 600 00	24 567 59
35	Acquisition of land & preparation of plans	86 136 77 A	86 136 77	31 759 40	54 318 08	59 29 R	300 000 00	245 622 63
8065-36	Acquisition of property & plans for develop., Mass. Bay Comm. Coll. & renov. of bldgs.	764 734 64 A	764 734 64	445 894 14	254 631 32	64 209 18 R	1 000 000 00	681 159 50
37	Plans - relocate Northern Essex Comm. Coll.	227 581 37 A	227 581 37	13 525 95	159 324 05	54 731 37 R	228 000 00	13 944 58
38	Acquisition of property & plans for relocation, Cape Cod Community College	57 081 00 A	57 081 00	57 081 00	-	-	100 000 00	100 000 00
39	Renov. bldg., provide fac., Holyoke Comm. Coll.	71 891 72 A	71 891 72	50 785 00	20 456 92	649 80 R	400 000 00	378 893 28
40	Establish. community college - North Shore	8 479 09 A	8 479 09	2 675 76	5 036 31	767 02 R	400 000 00	394 196 67
41	Devel. sys. & plans for coll. - Southeastern Mass.	48 588 86 A	48 588 86	28 577 17	-	20 011 69 R	100 000 00	79 988 31
8259-59	Establishment of a system	8 426 94 A	8 426 94	1 638 09	4 156 90	2 631 95 R	1 018 824 00	1 012 035 15
8261-36	Establishment of a system	24 447 13 A	24 447 13	11 237 02	1 212 98	11 997 13 R	300 000 00	286 789 89
8262-15	Establishment of a system	10 102 68 A	10 102 68	3 493 80	333 64	6 275 24 R	791 680 00	785 071 12
8363-13	Establishment of a system	3 106 74 A	3 106 74	-	-	3 106 74 R	255 000 00	251 893 26
	Office of the Board							
8265-23	Sci., tech. & other educ. reference material	7 182 40 A	7 182 40	6 092 75	14 01	1 075 64	73 916 26	73 902 25
8266-14	Equipment	280 00 A	280 00	-	280 00	-	280 00	-
15	Sci., tech. & other educ. reference material	81 901 14 A	81 901 14	46 836 95	34 953 37	110 82	99 889 18	64 935 81
	Berkshire Community College							
8066-38	Plans - new community college	250 000 00 A	250 000 00	34 230 96	215 769 04	-	250 000 00	34 230 96
8266-19	Equipment	5 333 94 A	5 333 94	4 607 81	726 13	-	10 000 00	9 273 87
	Bristol Community College							
8067-35	Constr. - clsrm., library, admin. office bldg.	500 000 00	500 000 00	-	-	500 000 00 R	500 000 00	-
	Cape Cod Community College							
8064-55	Preliminary plans for relocation	119 37 A	119 37	-	100 00	19 37 R	40 000 00	39 880 63
8066-37	Constr. new community college	6 898 398 85 A	6 898 398 85	313 054 88	328 762 21	6 256 581 76 R	6 900 000 00	314 656 03
8265-26	Equipment	74 17 A	74 17	72 69	-	1 48	7 496 52	7 496 52
8266-18	Equipment	6 955 37 A	6 955 37	565 25	6 388 40	1 72	8 598 28	2 209 88
8364-33	Sci., tech. & educ. ref. material - library	11 00 A	11 00	-	-	11 00	9 946 88	9 946 88
	Greenfield Community College							
8067-70	Plans - new community college	200 000 00	200 000 00	5 635 63	14 464 37	179 900 00 R	200 000 00	5 635 63
8265-29	Equipment	30 42 A	30 42	30 42	-	-	3 498 02	3 498 02

[illegible] 21	Equipment	6 512 13 A	6 [illegible] .3	2 916 29	3 594 75	1 09	9 698 91	6 104 16
8364-35	Equipment	102 60 A	102 60	-	-	102 60	3 888 80	3 888 80
	Holyoke Community College							
8066-39	Renov. former Holyoke High School building	998 218 32 A	998 218 32	821 619 55	148 333 40	28 265 37 R	1 000 000 00	823 401 23
8266-22	Equipment	14 780 00 A	14 780 00	13 829 59	950 41	-	15 000 00	14 049 59
	Massachusetts Bay Community College							
8067-32	Acq. land, develop. & plan campus	892 000 00	892 000 00	-	-	892 000 00 R	892 000 00	-
8265-24	Equipment	538 50 A	538 50	538 50	-	-	5 729 92	5 729 92
8266-16	Equipment	15 000 00 A	15 000 00	4 966 45	10 029 83	3 72	14 996 28	4 966 45
8364-30	Equipment	25 92 A	25 92	-	25 92	-	9 997 62	9 971 70
	Massasoit Community College							
8067-34	Constr. - clsrm., library, admin. office bldg.	500 000 00	500 000 00	-	-	500 000 00 R	500 000 00	-
	Mount Wachusetts Community College							
8266-23	Equipment	48 435 75 A	48 435 75	43 349 57	5 086 18	-	50 000 00	44 913 82
	Northern Essex Community College							
8066-83	Preparation of site & installation of sewer drainage systems - new location	500 000 00 A	500 000 00	-	-	500 000 00 R	500 000 00	-
8067-33	Constr. - clsrms., lib., student-union & gym	9 163 000 00	9 163 000 00	-	-	9 163 000 00 R	9 163 000 00	-
8265-25	Equipment	1 421 00 A	1 421 00	1 421 00	-	-	7 499 33	7 499 33
8266-17	Equipment	10 000 00 A	10 000 00	3 877 72	6 122 28	-	10 000 00	3 877 72
8364-31	Equipment	58 50 A	58 50	18 00	-	40 50	19 955 12	19 955 12
	Quinsigamond Community College							
8265-28	Equipment	90 00 A	90 00	90 00	-	-	10 928 00	10 928 00
8266-20	Equipment	52 554 68 A	52 554 68	47 863 99	4 642 41	48 28	59 951 72	55 309 31
	Southeastern Massachusetts Community College							
8066-92	Land, plans and construction	575 000 00 A	575 000 00	82 960 67	51 093 78	440 945 55 R	575 000 00	82 960 67
	South Shore Community College							
8066-40	Land, plans and construction	575 000 00 A	575 000 00	65 411 00	62 439 67	447 149 33 R	575 000 00	65 411 00
	Division of Youth Service							
8260-28	Fire protection improvements	23 780 92 A	23 780 92	-	-	23 780 92 R	1 093 162 00	1 069 381 08
8266-24	Administration - equipment	4 054 09 A	4 054 09	4 054 09	-	-	4 600 00	4 600 00
	Industrial School for Boys							
8063-21	Improvements to sewerage distribution system	75 000 00 A	75 000 00	-	4 400 00	70 600 00 R	75 000 00	-
70	Constr. staff house & central cafeteria	76 073 07 A	76 073 07	48 313 68 24 974 50 D	2 784 89	-	806 925 50	804 140 61
8065-42	Plans - security bldg., inc. fac. & adm. offices	125 000 00 A	125 000 00	-	124 370 00	630 00 R	125 000 00	-
43	Plumbing repairs and improvements	190 056 78 A	190 056 78	77 376 06	98 650 76	14 029 96 R	200 000 00	87 319 28
8258-07	Addition to administration building	30 40 A	30 40	30 40 K	-	-	126 919 52	126 919 52
8259-61	Plans - improv. utility dist. sys. & power plt.	3 774 71 A	3 774 71	3 774 71 K	-	-	16 225 29	16 225 29
8260-69	Improv. power plt. & utility dist. systems	13 084 46 A	13 084 46	3 541 29 9 543 17 D	-	-	313 959 81	313 959 81
8265-31	Repairs and improvements	18 076 43 A	18 076 43	17 974 89	101 54	-	29 058 61	28 957 07
32	Equipment	340 00 A	340 00	340 00	-	-	9 626 00	9 626 00
8266-25	Repairs and improvements	7 000 00 A	7 000 00	6 993 40	-	6 60	6 993 40	6 993 40
26	Equipment	859 92 A	859 92	837 00	-	22 92	1 027 08	1 027 08
8363-16	Plumbing repairs	2 916 20 A	2 916 20	-	2 704 64	211 56 R	50 000 00	47 083 80
	Industrial School for Girls							
8063-22	Plans - new security treatment unit	163 39 A	163 39	-	163 39	-	30 000 00	29 836 61
8064-36	Constr. treatment unit, demol. bldg. & improv.	2 449 855 00 A	2 449 855 00	55 694 93	48 524 07	2 345 636 00 R	2 450 000 00	55 839 93
8066-41	Replace & renov. sanitary facilities - cottages	250 000 00 A	250 000 00	7 875 00	11 225 00	230 900 00 R	250 000 00	7 875 00
8265-33	Repairs and improvements	4 758 13 A	4 758 13	4 674 31	-	83 82	17 792 90	17 792 90
8266-27	Equipment	485 02 A	485 02	380 41	-	104 61	1 575 39	1 575 39
8364-38	Repairs and improvements	454 41 A	454 41	-	-	454 41	9 311 59	9 311 59

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1967

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Division of Youth Service							
	Lyman School for Boys							
8067-36	Renov. roof and improve exterior brick	$ 100 000 00	$ 100 000 00	$ -	$ 7 600 00	$ 92 400 00 R	$ 100 000 00	$ -
37	Renov. & modernization of old school bldg.	150 000 00	150 000 00	-	10 100 00	139 900 00 R	150 000 00	-
8265-35	Repairs and improvements	1 800 00 A	1 800 00	1 800 00	-	-	8 782 30	8 782 30
36	Repairs - cafeteria roof and windows	9 097 72 A	9 097 72	4 706 79	238 32	4 152 61	20 847 39	20 609 07
37	Equipment	3 794 96 A	3 794 96	3 794 96	-	-	6 135 96	6 135 96
8266-28	Repairs and improvements	16 000 00 A	16 000 00	3 341 47	12 648 24	10 29	15 989 71	3 341 47
29	Equipment	5 350 00 A	5 350 00	2 710 80	2 629 90	9 30	5 340 70	2 710 80
	Judge John J. Connelly Youth Center							
8065-45	Plans - treatment unit, educ. & rec. fac. & offices	93 861 21 A	93 861 21	6 217 25	57 468 96	30 175 00 R	100 000 00	12 356 04
8066-42	Plans - addition to the youth center	50 000 00 A	50 000 00	17 28	46 522 72	3 460 00 R	50 000 00	17 28
8265-38	Repairs and improvements	3 795 05 A	3 795 05	3 192 65	111 30	491 10	9 108 90	8 997 60
39	Equipment	967 00 A	967 00	967 00	-	-	5 945 62	5 945 62
8266-30	Repairs and improvements	11 000 00 A	11 000 00	758 84	10 231 21	9 95	10 990 05	758 84
31	Equipment	4 000 00 A	4 000 00	3 986 50	-	13 50	3 986 50	3 986 50
	Institute of Juvenile Guidance							
8265-40	Equipment	44 73 A	44 73	44 73	-	-	2 973 57	2 973 57
8266-32	Equipment	438 00 A	438 00	433 00	-	5 00	1 795 00	1 795 00
	Reception & Detention Facilities for Girls							
8265-42	Equipment	735 92 A	735 92	735 92	-	-	3 078 86	3 078 86
8266-33	Repairs and improvements	3 900 00 A	3 900 00	96 66	3 236 73	566 61	3 333 39	96 66
34	Equipment	2 506 06 A	2 506 06	818 23	1 649 48	38 35	2 961 65	1 312 17
8364-45	Repairs and improvements	75 50 A	75 50	-	-	75 50	5 908 50	5 908 50
	Detention Center, Hampden County							
8265-43	Repairs and improvements	4 594 83 A	4 594 83	4 121 57	359 48	113 78	4 481 05	4 121 57
44	Equipment	373 00 A	373 00	373 00	-	-	3 084 40	3 084 40
8266-35	Repairs and improvements	800 00 A	800 00	540 00	250 00	10 00	790 00	540 00
36	Equipment	1 250 00 A	1 250 00	304 40	940 00	5 60	1 244 40	304 40
	Detention Center, Worcester County							
8265-46	Repairs and improvements	592 00 A	592 00	592 00	-	-	4 963 11	4 963 11
8266-37	Repairs and improvements	3 600 00 A	3 600 00	-	832 00	2 768 00	832 00	-
38	Equipment	900 38 A	900 38	895 60	-	4 78	1 695 22	1 695 22
	Residential Treatment Unit, Oakdale							
8064-37	Plans for new treatment unit	43 000 00 A	43 000 00	33 652 50	4 747 50	4 600 00 R	43 000 00	33 652 50
8065-46	Constr. treatment center & demol. building	1 000 000 00 A 25 000 00 D	1 025 000 00	51 250 74	968 024 26	5 725 00 R	1 025 000 00	51 250 74
	Youth Forestry Camp							
8067-38	Plans for boys' dormitory	20 000 00	20 000 00	-	12 728 00	7 272 00 R	20 000 00	-
8266-39	Equipment	3 900 00 A	3 900 00	767 41	2 722 20	410 39	3 489 61	767 41
	DEPT. OF CIVIL SERVICE & REGISTRATION							
	Division of Civil Service							
8265-51	Equipment	1 172 20 A	1 172 20	1 172 20	-	-	7 960 74	7 960 74
8266-40	Equipment	18 780 00 A	18 780 00	17 010 41	1 757 14	12 45	18 767 55	17 010 41
41	Heavy duty folding equipment	13 000 00 A	13 000 00	-	10 392 40	2 607 60	10 392 40	-

STATEMENT

TRUST FUNDS

	EXPENDABLE PRINCIPAL AND			
	Balance July 1, 1966	Receipts	Payments	Balance
TRUST FUND ACCOUNT				Total
Education and Governor and Council:				
Massachusetts College of Art:				
Mercy A. Bailey	$ 206 66	$ 72 06	$ 100 00	$ 178 72
Robert Charles Billings	114 48	63 44	-	177 92
Annie E. Blake Scholarship	495 80	300 00	275 00	520 80
Annie L. Cox Scholarship	257 46	107 20	100 00	264 66
Marguerite Guilfoyle	1 148 28	44 06	100 00	1 092 34
Rebecca R. Joslin Scholarship	3 368 68	263 31	-	3 631 99
Albert H. Munsell	734 28	411 66	300 00	845 94
State Colleges:				
Bridgewater:				
Alice Smithick Mills	70 45	49 39	14 54	105 30
Elizabeth Case Stevens	416 03	578 75	711 16	283 62
Water Quality Survey	-	7 650 00	6 459 13	1 190 87
Framingham:				
Robert Charles Billings	975 31	57 28	-	1 032 59
Helen M. Joyce Student Aid	3 729 15	154 12	-	3 883 27
Marion Louise Miller	371 16	6 00	-	377 16
Scholarship Trust	-	33 00	-	33 00
Student Aid	391 30	16 08	-	407 38
Salem:				
Susan Marvin Barker Scholarship	208 60	129 78	200 00	138 38
Walter Parker Beckwith Scholarship	706 69	162 50	400 00	469 19
Ella Franklin Carr Memorial	1 127 82	30 00	-	1 157 82
Louise O. Twombly Scholarship	42 86	3 00	-	45 86
Nat'l Science Foundation Grant	1 996 01	-	1 996 01	-
Harriet L. Martin Scholarship	255 15	100 00	-	355 15
Westfield:				
Authority Domitory	-	12 994 85	11 410 40	1 584 45
Julia S. Noble Rockwood Scholarship	823 13	220 31	542 00	501 44
Worcester:				
Ella M. Whitney Scholarship	2 70	15 00	15 00	2 70
Lowell Technological Institute:				
Research Foundation	115 942 22	1 129 717 52	1 184 456 42	61 203 32
Governor and Council: Commission for the Blind:				
Educational Purposes	46 877 92	3 481 66	3 786 91	46 572 67
Jean M LeBrun	2 554 13	55 20	-	2 609 33
Michael R. McCarthy	73 704 70	3 302 25	-	77 006 95
Lena M. Robinson	7 068 68	264 38	-	7 333 06

(Schedule No. 1)

INCOME		NON - EXPENDABLE PRINCIPAL					
June 30, 1967		Balance July 1, 1966	Deposited	Withdrawn	Balance June 30, 1967		
Cash	Investments				Total	Cash	Investments
$ 178 72	$ -	$ 1 598 93	$ -	$ -	$ 1 598 93	$ -	$ 1 598 93
177 92	-	1 500 00	-	-	1 500 00	-	1 500 00
520 80	-	10 000 00	-	-	10 000 00	-	10 000 00
264 66	-	2 500 00	-	-	2 500 00	-	2 500 00
92 34	1 000 00	-	-	-	-	-	-
927 99	2 704 00	4 209 46	-	-	4 209 46	177 66	4 031 80
845 94	-	9 217 61	-	-	9 217 61	-	9 217 61
105 30	-	1 000 00	-	-	1 000 00	-	1 000 00
283 62	-	15 000 00	-	-	15 000 00	-	15 000 00
1 190 87	-	-	-	-	-	-	-
1 032 59	-	1 500 00	-	-	1 500 00	200 00	1 300 00
583 27	3 300 00	-	-	-	-	-	-
177 16	200 00	-	-	-	-	-	-
33 00	-	-	-	-	-	-	-
407 38	-	500 00	-	-	500 00	-	500 00
138 38	-	4 053 54	-	-	4 053 54	-	4 053 54
469 19	-	5 000 00	-	-	5 000 00	-	5 000 00
157 82	1 000 00	-	-	-	-	-	-
45 86	-	100 00	-	-	100 00	-	100 00
-	-	-	-	-	-	-	-
355 15	-	2 500 00	-	-	2 500 00	-	2 500 00
1 584 45	-	-	-	-	-	-	-
501 44	-	5 000 00	-	-	5 000 00	-	5 000 00
2 70	-	500 00	-	-	500 00	-	500 00
61 203 32	-	-	-	-	-	-	-
1 072 67	45 500 00	-	-	-	-	-	-
609 33	2 000 00	-	-	-	-	-	-
1 006 95	76 000 00	-	-	-	-	-	-
333 06	7 000 00	-	-	-	-	-	-

TRUST FUNDS

EXPENDABLE PRINCIPAL AND

TRUST FUND ACCOUNT	Balance July 1, 1966	Receipts	Payments	Balance Total
Education:				
Division of Library Extension:				
Elizabeth P. Sohier	$ 4 990 08	$ 120 00	$ -	$ 5 110 08
Massachusetts Board of Regional Comm. Colleges:				
Advancement of Education	502 91	-	-	502 91
Vocational Education Program	-	200 000 00	87 792 51	112 207 49
Other Educational:				
Mary A. Case	146 20	1 239 10	1 240 00	145 30
Gustavus A. Hinckley	737 48	154 46	-	891 94
Information Research Grant	500 00	-	500 00	-
Massachusetts School Fund	-	-	-	-
Millicent Library	8 34	3 500 00	3 500 00	8 34
School Lunch Distribution and Salvage	181 533 99	257 195 15	306 489 45	132 239 69
Elizabeth R. Stevens	-	774 28	774 28	-
Frank S. Stevens	-	993 40	993 40	-
Surplus Property Board	71 981 08	178 693 37	180 331 14	70 343 31
Technical Education - Comm. Endowment	-	5 007 60	5 007 60	-
Technical Education - U. S. Endowment	-	10 950 00	10 950 00	-
Todd Teachers College	8 811 17	832 87	-	9 644 04
Division of Youth Service:				
Enrichment Program - Delinquent Children	-	30 000 00	1 020 50	28 979 50
Industrial School for Girls:				
Fay	971 58	34 76	-	1 006 34
Lamb	1 249 43	43 75	142 06	1 151 12
Rogers Book	263 34	27 60	-	290 94
School Lunch Program	2 544 57	2 461 50	3 736 86	1 269 21
Industrial School for Boys:				
School Lunch Program	3 477 13	9 308 74	5 113 60	7 672 27
Institute of Juvenile Guidance:				
School Lunch Program	1 070 79	1 940 20	2 322 46	688 53
Lyman School for Boys:				
Lamb	2 053 81	47 50	-	2 101 31
Lyman	79 794 25	3 199 74	-	82 993 99
Lyman Trust	5 933 47	1 676 85	3 275 00	4 335 32
School Lunch Program	11 943 84	6 829 04	12 928 59	5 844 29
Judge John J. Connelly Youth Center:				
School Lunch Program	2 129 00	2 736 16	3 301 78	1 563 38
Reception and Detention Facilities for Girls:				
General Benefits	-	250 00	81 10	168 90
School Lunch Program	2 262 97	826 86	248 32	2 841 51
Residential Treatment Center - Oakdale:				
John Augustus	131 50	-	-	131 50
School Lunch Program	2 169 32	1 981 20	2 564 92	1 585 60
Stephen L. French Forestry Camp:				
School Lunch Program	783 35	390 78	628 77	545 36
Female Wards	2 792 69	573 54	125 20	3 241 03
Male Wards	1 380 98	613 77	99 75	1 895 00
Sub-total, Education & Governor & Council	$ 653 752 92	$ 1 882 685 02	$ 1 844 033 86	$ 692 404 08

(Schedule No. 1)

INCOME		NON - EXPENDABLE PRINCIPAL					
June 30, 1967		Balance July 1,			Balance June 30, 1967		
Cash	Investments	1966	Deposited	Withdrawn	Total	Cash	Investments
$ 110 08	$ 5 000 00	$ -	$ -	$ -	$ -	$ -	$ -
502 91	-	-	-	-	-	-	-
112 207 49	-	-	-	-	-	-	-
145 30	-	30 000 00	-	-	30 000 00	-	30 000 00
891 94	-	5 000 00	-	-	5 000 00	4 000 00	1 000 00
-	-	-	-	-	-	-	-
-	-	5 000 000 00	-	-	5 000 000 00	15 429 75	4 984 570 25
8 34	-	100 000 00	-	-	100 000 00	-	100 000 00
132 239 69	-	-	-	-	-	-	-
-	-	24 873 15	-	-	24 873 15	-	24 873 15
-	-	25 000 00	-	-	25 000 00	-	25 000 00
70 343 31	-	-	-	-	-	-	-
-	-	142 000 00	-	-	142 000 00	1 000 00	141 000 00
-	-	219 000 00	-	-	219 000 00	-	219 000 00
644 04	9 000 00	12 100 00	-	-	12 100 00	2 126 36	9 973 64
28 979 50	-	-	-	-	-	-	-
1 006 34	-	1 000 00	-	-	1 000 00	-	1 000 00
151 12	1 000 00	-	-	-	-	-	-
290 94	-	1 000 00	-	-	1 000 00	-	1 000 00
1 269 21	-	-	-	-	-	-	-
7 672 27	-	-	-	-	-	-	-
688 53	-	-	-	-	-	-	-
951 31	1 150 00	-	-	-	-	-	-
10 778 59	72 215 40	-	-	-	-	-	-
1 335 32	3 000 00	27 000 00	-	-	27 000 00	-	27 000 00
5 844 29	-	-	-	-	-	-	-
1 563 38	-	-	-	-	-	-	-
168 90	-	-	-	-	-	-	-
2 841 51	-	-	-	-	-	-	-
131 50	-	-	-	-	-	-	-
1 585 60	-	-	-	-	-	-	-
545 36	-	-	-	-	-	-	-
3 241 03	-	13 267 42	2 38	-	13 269 80	270 80	12 999 00
1 895 00	-	13 436 04	-	-	13 436 04	47 15	13 388 89
$ 462 334 68	$ 230 069 40	$5 677 856 15	$ 2 38	$ -	$5 677 858 53	$ 23 251 72	$5 654 606 81

AGENCY FUNDS

EDUCATIONAL TELEVISION PROGRAM FUND (Department of Education) (Code 6981)
(G. L. (Ter. Ed.) C. 71, S. 13F)

RECEIPTS

From cities and towns	$ 287 197 47
Balance, July 1, 1966	155 685 54
	$ 442 883 01

PAYMENTS

Expenses	$ 265 549 38
Balance, June 30, 1967	177 333 63
	$ 442 883 01

STATEMENT XIV

SUMMARY OF AID TO CITIES AND TOWNS (12)

1965 - 1967

	STATE FUNDS					
Fiscal Year	Total State Funds	Welfare and Health	Education	Highway	Veterans' Services	Other
1967	$639 270 369 91	$240 493 741 43	$104 592 796 45	$ 15 531 814 72	$ 11 934 444 81	$266 717 572 50
1966	386 822 557 22	210 997 427 50	112 093 384 91	14 542 812 15	12 810 923 62	36 378 009 04
1965	273 423 865 59	168 403 998 82	79 849 054 48	12 658 998 84	9 750 704 13	2 761 109 32

TABLE NO. 1 - Roster of State-aided Vocational and Part-time Schools

School Year Ending June 30, 1967

Four hundred sixty-six (466) schools in operation during the year (or now) in one hundred sixty-four (164) cities, towns, counties, and regions listed alphabetically by types of schools, with date of establishment and name of Director.

Group I 1a - Fifty-seven Industrial Schools (Boys)

Apponequet Regional Vocational High (Lakeville) - Sept. 1959; John T. Oliviera
Arlington Technical and Vocational High - Sept. 1946; Edmund J. Lewis
Attleboro Trade High - Nov. 1934; Frederick L. Spector
Barnstable Vocational High (Hyannis) - Nov. 1938; Victor E. Mazzarella
Belmont Vocational High - Sept. 1943; Leslie W. Crowson
Beverly - Claude H. Patten Trade High - Nov. 1926;
Blackstone Valley Regional Vocational-Technical High (Upton) - Sept. 1966; Paul J. Sullivan
Blue Hills Regional Vocational High (Canton) - Sept. 1966; William A. Dwyer
Boston Trade High - Feb. 1912; Edward Terrenzi
Brockton Trade High - March 1934; Ralph G. Bumpus
Cambridge Vocational - Dec. 1934; John M. Tobin
Chicopee Vocational High - Sept. 1921; Alfred R. Rios
Dartmouth Vocational - Sept. 1947; Antone Bettencourt
Dighton-Rehoboth Regional Vocational (North Dighton) - Aug. 1960; Charles F. Day
Everett Vocational High - Sept. 1927; John W. Bates
Fall River - Diman Vocational High - May 1916; John P. Harrington
Fitchburg Vocational High - July 1936; George V. Spires, Acting
Framingham Vocational High - Sept. 1946; Joseph P. Keefe
Gloucester Vocational - Sept. 1940; Harold B. Geary, Sr.
Greater Lawrence Regional Vocational-Technical (Andover) - Sept. 1965; James A. Booth
Greenfield Vocational - June 1936; Ralph S. Packard
Haverhill Trade - Nov. 1926; Donald MacDonald
Holyoke Trade High - Sept. 1914; William J. Dean
King Philip Regional Vocational High (Wrentham) - Oct. 1957; Preston I. Titus
Leominster Trade High - Sept. 1934; Emile S. Johnson
Lowell Trade High - Sept. 1911; Charles P. Conlon
Lynn Shoemaking - Aug. 1918; Benjamin M. Tenaglia, Jr.
Lynn Trade High - Sept. 1945; Michael C. O'Donnell
Malden Vocational High - Sept. 1941; Richard H. Morris
Marlboro Vocational - Sept. 1941; Joseph D. Brucchi
Medford - Melvin V. Weldon Vocational High - Nov. 1930; Walter D. Reid
Nantucket Vocational - Sept. 1941; James P. Kelley
New Bedford Vocational High - Nov. 1908; Z. Walter Janiak
New Salem Vocational High - Sept. 1958; John W. Filipek
Newton Technical High - Feb. 1909; Orrin M. Brawn
North Adams - Charles H. McCann Vocational Technical High - Sept. 1962; James R. Westall
Northampton's Vocational - Oct. 1908; B. Stanley Dowgert
Northbridge Vocational (Whitinsville) - March 1934; James S. Mullaney
Peabody Vocational High - Sept. 1944; Richard White
Pittsfield Vocational - April 1934; William L. Dehey
Provincetown Vocational - Sept. 1949; Arthur P. Malchman

Group I 1a - Fifty-seven Industrial Schools (Boys) (continued)

Quincy Vocational-Technical - Sept. 1912; Laurence H. Babin
Salem Vocational High - Sept. 1934; John M. Conway
Silver Lake Regional Vocational High (Kingston) - Aug. 1955; Ralph H. Binns
Somerville Trade High - Sept. 1910; Walter E. Struble
Southbridge - Cole Trade High - March 1932; Wilfred H. Learned
South Shore Vocational Technical High (Hanover) - Sept. 1962; Frederick J. Teed
Springfield Trade High - Sept. 1911; Edmond P. Garvey
Swansea Trade - Sept. 1952; Donald F. McCaffrey
Tantasqua Regional Vocational (Sturbridge) - Sept. 1964; John R. Russo
Taunton Vocational - Sept. 1934; Patrick H. Lyons
Waltham Vocational High - Sept. 1928; Lloyd F. VanArsdale
Wareham Vocational High - Sept. 1953; John J. Rolfe
Webster - Bartlett Vocational High - Aug. 1947; Frank E. Wylde
Westfield Trade High - Sept. 1911; Michael Gonzalez
Weymouth Vocational-Technical High - Feb. 1924; John F. Collins
Worcester Boys' Trade High - Feb. 1910; Edward J. Purcell

Group I $1a^1$ - Nine Trade Preparatory Schools for Boys and Men

Dighton-Rehoboth Regional (North Dighton) - Jan. 1966; Charles F. Day
Fitchburg - Oct. 1961; George V. Spires
Greater Lawrence Regional (Andover) - Oct. 1965; James A. Booth
Leominster - Dec. 1960; Emile S. Johnson
Lynn - Oct. 1960; Michael C. O'Donnell
North Adams - Charles H. McCann - Oct. 1963; James R. Westall
Pittsfield - Oct. 1964; William L. Dehey
Waltham - Jan. 1961; Lloyd F. VanArsdale
Westfield - Oct. 1962; Michael Gonzalez

Group I 1b - Six Day Industrial Schools (Girls)

Boston Trade High for Girls - Sept. 1909; Helen M. Moran
Essex County Independent Trade and Industrial Trade for Girls (Hathorne) -
Oct. 1957; James F. Gallant
Fall River - Diman Vocational High for Girls - Sept. 1948; John P. Harrington
Norwood - Henry O. Peabody for Girls - Sept. 1942; Ruth M. Shea
Springfield Trade High for Girls - Jan. 1934; Edmond P. Garvey
Worcester - David Hale Fanning Trade High for Girls - Sept. 1911; Blanche M. Penn

Group I $1b^1$ - Seven Trade Preparatory Schools for Girls and Women

Barnstable - Oct. 1966; Victor E. Mazzarella
Boston - Jan. 1953; Helen M. Moran
Brockton - Jan. 1967; Ralph G. Bumpus
Fall River - Sept. 1958; John P. Harrington
Plymouth-Carver Regional (Plymouth) - April 1966; F. Edward Nicholas
Silver Lake Regional (Kingston) - April 1966; Ralph H. Binns
Springfield - Oct. 1951; Dorothea Jameson

Group I 1c - Seven Industrial Departments (Boston)

Brighton - Feb. 1929; Alexander Passaretti
Charlestown - Feb. 1929; Martin E. Keane
Dorchester - Feb. 1929; Walter J. Barry
East Boston - Feb. 1929; Murray Solomon
Hyde Park - Feb. 1929; John P. Doyle
Roxbury - Sept. 1929; Albert F. Hanrahan
South Boston - Jan. 1929; Stephen T. Reilley

Group I 2a - Twenty-four Part-time Cooperative Trade Schools

Barnstable - June 1966; Victor E. Mazzarella
Beverly - Aug. 1909;
Boston: Brighton - Sept. 1922; Alexander Passaretti
  Charlestown - Sept. 1919; Martin E. Keane
  Dorchester - Sept. 1920; Walter J. Barry
  East Boston - June 1925; Murray Solomon
  Hyde Park - Sept. 1919; John P. Doyle
  Roxbury - Sept. 1929; Albert F. Hanrahan
  South Boston - Jan. 1929; Stephen T. Reilly
Chicopee - Jan. 1967; Alfred R. Rios
Fitchburg - Oct. 1959; George V. Spires
Haverhill - Oct. 1953; Donald MacDonald
Holyoke - March 1948; William J. Dean
King Philip Regional (Wrentham) - Jan. 1966; Preston I. Titus
Lowell - Dec. 1965; Charles P. Conlon
Malden - Dec. 1965; Richard H. Morris
New Salem - Jan. 1966; John W. Filipek
Newton - March 1954; Orrin M. Brawn
North Adams - Charles H. McCann - Sept. 1965; James R. Westall
Northampton - Sept. 1953; B. Stanley Dowgert
Pittsfield - Sept. 1951; William L. Dehey
Southbridge - Sept. 1919; Wilfred H. Learned, Jr.
Springfield - April 1951; Edmond P. Garvey
Tantasqua Regional - March 1967; John R. Russo
Westfield - May 1951; Michael Gonzalez

Group I $2c^1$ - Thirty-nine Evening Industrial Schools (Men)

Arlington - Sept. 1966; Edmund J. Lewis
Barnstable - Oct. 1958; Victor E. Mazzarella
Beverly - Oct. 1965;
Boston - Oct. 1908; Arthur J. Driscoll
Brockton - Sept. 1945; Ralph G. Bumpus
Chicopee - June 1945; Alfred R. Rios
Dighton-Rehoboth Regional (North Dighton) - Jan. 1963; Charles F. Day
Fall River - Oct. 1947; August P. Curt
Framingham - Oct. 1945; Joseph P. Keefe
Greater Lawrence Regional (Andover) - Oct. 1965; James A. Booth
Greenfield - Jan. 1962; Ralph E. Packard
Haverhill - March 1950; Sherman E. Taber
Holyoke - April 1945; William J. Dean
King Philip Regional (Wrentham) - Nov. 1958; Preston I. Titus
Lawrence - March 1908; Sara E. Ferrin

Group I $2c^1$ - Thirty-nine Evening Industrial Schools (Men)

Leominster - March 1951; Emile S. Johnson
Lowell - Oct. 1945; Charles P. Conlon
Lynn Shoe - Jan. 1927; Benjamin M. Tenaglia, Jr.
Lynn Trade - Oct. 1946; Michael C. O'Donnell
Malden - Oct. 1945; Richard H. Morris
Marlboro - Oct. 1946; Joseph D. Brucchi
Medford - Nov. 1930; Walter D. Reid
New Bedford - Nov. 1907; Z. Walter Janiak
Newton - Feb. 1966; Orrin M. Brawn
North Adams - Charles H. McCann - Oct. 1963; James R. Westall
Northampton - Oct. 1956; B. Stanley Dowgert
Pittsfield - Oct. 1948; William L. Dehey
Quincy - Nov. 1945; Laurence H. Babin
Salem - Oct. 1956; John M. Conway
Somerville Evening Trade - Oct. 1946; Walter E. Struble
Southbridge - Oct. 1936; Frank P. Skinyon
South Shore Vocational-Technical Evening Industrial (Hanover) - Jan. 1963; Frederick J. Teed
Springfield - Feb. 1916; Dorothea Jameson
Tantasqua Regional - Oct. 1966; John R. Russo
Taunton - Oct. 1956; Patrick H. Lyons
Waltham - Nov. 1945; Lloyd F. VanArsdale
Westfield - Oct. 1946; Michael Gonzalez
Weymouth - Oct. 1955; John P. Collins
Worcester - Feb. 1910; Edward J. Purcell

Group I $2c^2$ - Two Evening Trade Extension Schools (Women)

Barnstable - Nov. 1965; Victor E. Mazzarella
Worcester - Oct. 1964; Blanche M. Penn

Group I 2d - Twenty-eight Apprenticeship Schools

Boston - Nov. 1945; Jeffrey J. Keating
Boston Journeyman - Oct. 1955; Jeffrey J. Keating
Brockton - Oct. 1946; Ralph G. Bumpus
Fitchburg - Nov. 1946; George V. Spires
Fall River - Jan. 1967; August Curt
Framingham - Sept. 1965; Joseph P. Keefe
Greater Lawrence Regional (Andover) - Oct. 1965; James A. Booth
Haverhill - March 1949; Sherman E. Taber
Holyoke - Nov. 1946; William J. Dean
King Philip Regional (Wrentham) - Oct. 1961; Preston I. Titus
Lawrence - Dec. 1946; Sara E. Ferrin
Leominster - Oct. 1946; Emile S. Johnson
Lowell - Oct. 1946; Charles P. Conlon
Lynn - Jan. 1947; Michael C. O'Donnell
Malden - Oct. 1946; Richard H. Morris
Marlboro - Jan. 1947; Joseph D. Brucchi
Medford - Nov. 1946; Walter D. Reid
Newton - Oct. 1939; Orrin M. Brawn
Northampton - Oct. 1966; B. Stanley Dowgert
Old Rochester Regional - Oct. 1966; Edward L. Davis
Pittsfield - Sept. 1927; William L. Dehey
Quincy - Oct. 1949; Laurence H. Babin

Group I 2d - Twenty-eight Apprenticeship Schools (continued)

Southbridge - Oct. 1966; Frank P. Skinyon
Springfield - Oct. 1944; Dorothea Jameson
Taunton - Feb. 1947; Patrick H. Lyons
Waltham - Sept. 1964; Lloyd F. VanArsdale
Weymouth - Oct. 1962; John P. Collins
Worcester - March 1943; Edward J. Purcell

Group III 1a - Nine Homemaking Schools

Cambridge - Dec. 1935; David E. Hockman
Everett - Oct. 1933; John W. Bates
Fall River - Sept. 1942; John P. Harrington
Lowell - Sept. 1911; Charles P. Conlon
New Bedford - Nov. 1907; Z. Walter Janiak
New Salem - Sept. 1935; John W. Filipek
Northampton - Oct. 1908; B. Stanley Dowgert
Springfield - Jan. 1934; Edmond P. Garvey
Worcester - Jan. 1931; Blanche M. Penn

Group III 1b - Thirty-six Day Household Arts Departments

Adams - Sept. 1936; Andrew F. Gigliotti
Apponequet Regional (Lakeville) - Sept. 1961; John P. Ball
Barnstable - Sept. 1933; Victor E. Mazzarella
Belchertown - March 1925; Matthew Towle
Bourne - Sept. 1928; Mrs. Beatrice Turner
Charlton - Sept. 1949; William R. Ball
Dartmouth - Sept. 1935; Antone Bettencourt
Duxbury - Sept. 1953; Everett L. Handy
Easton - Sept. 1950; Julian S. Preuss
Fall River - Nov. 1919; Thomas W. Hammond
Falmouth - April 1925; Russell B. Marshall
Foxboro - Sept. 1953; William A. Glynn
Hadley - Aug. 1955; E. Curtis Hall
Haverhill - Sept. 1924; Joan Flanagan
King Philip Regional (Wrentham) - Sept. 1958; Preston I. Titus
Lee - Sept. 1938; Paul Zdancwicz
Marshfield - Sept. 1939; James P. Romeo
Narragansett Regional (Baldwinville) - Sept. 1957; Kenneth F. Bockus
Newburyport - Sept. 1941; Donald J. Zabriskie
North Adams - Jan. 1935; Marion A. Sweeney
Northbridge - Sept. 1939; Mrs. Margaret C. Leonard
North Brookfield - Sept. 1958; Martin D. Leach
Palmer - Sept. 1936; Stephanie Remiszewski
Pittsfield - Sept. 1922; William L. Dehey
Provincetown - Nov. 1931; Arthur P. Malchman
Salem - Sept. 1954; Stanley Robinson
Saugus - Sept. 1955; Ashton F. Davis
Scituate - Sept. 1921; Edward L. Stewart
Silver Lake Regional (Kingston) - July 1955; Ralph H. Binns
Somerville - Nov. 1920; Leo C. Donahue
Tewksbury - Sept. 1959; Lawrence R. McGowan
Wachusett Regional (Holden)- Aug. 1954; Neal T. Skillings
Wareham - Sept. 1952; John J. Rolfe
West Bridgewater - Sept. 1941; Nancy McGuire
Westport - March 1924; Harold S. Wood
Winchendon - Sept. 1936; Ralph H. Meacham

Group III 3 - One hundred thirty-six Evening Practical Art Schools

Abington - April 1945; Leonard G. Palopoli
Adams - Sept. 1964; Mrs. Ella Getty
Agawam - Jan. 1957; Richard M. Barry
Amherst-Pelham Regional (Amherst) - Oct. 1956; Paul E. Healy
Andover - Oct. 1945; Richard E. Neal
Apponequet Regional (Lakeville) - Oct. 1961; John T. Oliviera
Arlington - Jan. 1950; Charles Fagone and Ralph Gioiosa
Athol - Ja . 1950; Ralph C. Gould
Auburn - Sept. 1956; Priscilla A. Harney
Ayer - Nov. 1964; Warren J. Rooney
Barnstable - Nov. 1948; Victor E. Mazzarella
Bedford - Oct. 1956; Charles P. Epstein
Bellingham - Sept. 1966; Joseph N. Brown
Belmont - Oct. 1951; F. Gertrude King
Beverly - Sept. 1919; Carmine J. Belmonte
Billerica - Oct. 1954; Howard Goodrow
Boston - Oct. 1912; Charles E. Schroeder
Bourne - Oct. 1961; Mrs. Mary Louise Rice
Braintree - Jan. 1948; C. Robert Jingozian
Bridgewater-Raynham Regional (Bridgewater) - Sept. 1966; Mildred M. Bicknell
Brockton - Nov. 1926; Ralph G. Bumpus
Brookline - Jan. 1947; N. Wendell Weeks
Burlington - March 1949; Robert B. Murphy
Cambridge - Dec. 1942; John M. Tobin
Canton - Oct. 1954; John A. O'Connell
Chatham - Oct. 1958; Jesse J. Morgan
Chelmsford - Nov. 1962; Edward J. Quinn
Chicopee - Nov. 1921; Alfred R. Rios
Concord-Carlisle Regional (Concord) - Sept. 1961; Joseph C. Regan
Danvers - Oct. 1962; Katherine M. Lawler
Dartmouth - March 1954; Antone Bettencourt
Dracut - Oct. 1966; Michael J. Taylor
Duxbury - Oct. 1953; Everett L. Handy
East Bridgewater - Oct. 1964; Edward J. Meaney
Easthampton - Oct. 1953; Anthony R. Muscente
East Longmeadow - Jan. 1954; Robert J. Jarvis
Easton - Sept. 1957; Julian S. Preuss
Essex - Oct. 1955; Foster H. Ball
Essex County (Hathorne) - July 1918; James F. Gallant
Everett - Oct. 1911; John W. Bates
Fall River - June 1943; John P. Harrington
Falmouth - March 1954; Russell B. Marshall
Foxboro - Jan. 1964; John P. Certure
Franklin - Jan. 1949; Mrs. Helen G. Thomas
Frontier Regional (South Deerfield) - Feb. 1960; Henry J. Zukowski
Gardner - Jan. 1962; Mrs. Helen C. Polymeros
Gloucester - March 1935; Kenneth E. Stickney
Granby - Sept. 1966; Arthur M. Chace
Greenfield - Oct. 1948; Ralph E. Packard
Hadley - March 1958; E. Curtis Hall
Hanover - April 1948; Philip N. Center
Harwich - March 1950; Jesse J. Morgan
Haverhill - Sept. 1964; Joan Flanagan
Hingham - Oct. 1957; Theodore I. Ricci, Jr.

Group III 3 - One hundred thirty-six Evening Practical Art Schools
(continued)

Holbrook - Oct. 1950; Irvin D. Reade
Holyoke - Oct. 1911; Dr. Marcella Kelly
Hudson - Jan. 1945; Martin J. Tierney
Hull - Feb. 1950; Ralph L. Davis, Jr.
King Philip Regional (Wrentham) - Nov. 1958; Preston I. Titus
Lawrence - March 1908; Sara E. Ferrin
Leominster - Feb. 1916; Donald J. Geary
Lexington - Oct. 1946; Russell O. Mann
Lowell - Sept. 1911; Charles P. Conlon
Lunenburg - Jan. 1962; Anthony E. Stelluto
Lynn - Feb. 1920; Francis V. Kennedy
Mahar, Ralph C., Regional (Orange) - Oct. 1958; John E. Roche, Jr.
Manchester - Oct. 1959; Curtis L. Alton
Medfield - Oct. 1964; John Cuccco
Medford - Oct. 1922; Catherine Fuller
Medway - Jan. 1966; Francis J. Burke
Melrose - March 1946; Leon Tinel
Methuen - Oct. 1912; Arthur F. Baker
Middleboro - March 1949; Kenneth L. Johnson
Milford - Feb. 1955; David I. Davoren
Millis - March 1948; George C. Roy
Milton - April 1946; Chester W. Ruggles
Montague - Oct. 1954; Robert L. Plaisted
Narragansett Regional (Baldwinville) - Oct. 1958; Joseph A. Bodanza
Nauset Regional (Orleans) - Oct. 1965; Harold J. Zantow
New Bedford - Nov. 1907; Z. Walter Janiak
Newton - Feb. 1909; Orrin M. Brawn
North Adams - Oct. 1948; Walter J. Mendel, Jr.
Northampton - April 1942; B. Stanley Dowgert
North Andover - Oct. 1965; Joseph F. Devon
North Attleboro - Jan. 1950; Frank P. Gifune, Jr.
Northbridge - Nov. 1941; Carroll C. Paine
North Reading - March 1959; F. James W. Lazenby
Norwell - Oct. 1955; James R. Perron
Norwood - Oct. 1944; Ruth M. Shea
Old Rochester Regional (Rochester) - Jan. 1962; Edward L. Davis
Palmer - March 1948; Leo J. Santucci
Pittsfield - Oct. 1943; William L. Dehey
Plymouth-Carver Regional (Plymouth) - Sept. 1964; Joseph L. Robinson
Provincetown - Oct. 1948; Arthur P. Malchman
Quincy - Nov. 1945; Chester V. Sweatt
Randolph - April 1945; Francis A. Colosi
Raynham - Oct. 1965; E. Joseph Laliberte
Reading - Oct. 1957; Stanley A. Butcher
Revere - Feb. 1954; Louis F. DeNunzio
Rockland - Oct. 1949; John W. Rogers
Salem - Oct. 1940; Patrick T. Fallon
Saugus - Jan. 1957; Louise Solomita
Scituate - Dec. 1951; John J. Gibbons
Seekonk, Oct. 1966; Dennis Lovely
Sharon - Oct. 1964; Nelson Reoello
Shelburne - Jan. 1956; Roy A. Bither, Jr.
Silver Lake Regional (Kingston) - Jan. 1956; Richard St. Onge

Group III 3 - One hundred thirty-six Evening Practical Art Schools (continued)

Somerset - Sept. 1928; William Matte
Somerville - Oct. 1911; Leo C. Donahue
Southbridge - Sept. 1947; Frank P. Skinyon
South Hadley - Oct. 1953; Gerald W. Hoar
Spencer - Nov. 1948; Edward R. McDonough
Springfield - Oct. 1935; Dorothea L. Jameson
Stoughton - Sept. 1953; Donald W. Kimtis
Swampscott - Oct. 1957; Harold I. Power
Swansea - Sept. 1947; Mrs. Avis B. Phillips
Taunton - Oct. 1945; Patrick H. Lyons
Tewksbury - Oct. 1960; Francis Sheehan
Truro - Nov. 1949; Arthur P. Malchman
Wakefield @ Feb. 1954; John S. Zynski
Waltham - Nov. 1943; Edward P. Chaisson
Wareham - Feb. 1950; John J. Rolfe
Webster - Dec. 1934; Howard V. McGuinness
Wellesley - Oct. 1950; John C. Howard, Jr.
West Bridgewater - Oct. 1963; Donald A. Fisher
Westfield - Nov. 1948; Michael Gonzalez
Westport - Oct. 1955; Harold S. Wood
West Springfield - Oct. 1961; Mrs. Mary R. A. Lovett
Westwood - Oct. 1948; Duane E. Kocina
Weymouth - Oct. 1946; Harold G. Olson
Whitman-Hanson Regional (Whitman) - Oct. 1961; Robert S. Teahan
Wilmington - Oct. 1962; Harold S. Shea
Winchendon - Jan. 1952; Richard H. Porter
Woburn - Jan. 1952; James F. Brennan
Worcester - Sept. 1911; Blanche M. Penn
Yarmouth - Feb. 1951; Gregory C. Drake

Group IV 1a - Five Day Agricultural Schools

Bristol County (Segreganset) - Sept. 1913; John B. Farrar
Essex County Agricultural and Technical Institute (Hathorne) - Oct. 1913; James F. Gallant
New Salem - Sept. 1920; John W. Filipek, Acting
Norfolk County (Walpole) - Oct. 1916; Thomas McGarr
Northampton - Smith's - Oct. 1908; B. Stanley Dowgert

Group IV 1b - Thirteen Vocational Agricultural Departments

Barnstable - Sept. 1934; Victor E. Mazzarella
Boston (Jamaica Plain) - Nov. 1918; Thomas A. Roche
Charlton - Sept. 1949; William R. Ball
Narragansett Regional (Baldwinville) - Sept. 1957; Kenneth F. Bockus
Newton - Aug. 1966; Arthur J. Sherwood, Instructor
North Brookfield - July 1956; Martin D. Leach
Pioneer Valley Regional (Northfield) - Sept. 1957; George M. Leonard
Shelburne - March 1920; Herbert S. Merritt
Silver Lake Regional (Kingston) - July 1955; Ralph H. Binns
Stockbridge - June 1936; Henry J. Makuc
Wachusett Regional (Holden) - July 1954; Neal T. Skillings
Westport - Aug. 1925; Harold S. Wood
Worcester - May 1917; Carl J. Berg

Group IV 3 - Five Vocational Agricultural Departments (evening)

Barnstable - Feb. 1966; Victor E. Mazzarella
Bristol County - Dec. 1966; John B. Farrar
Essex County (Hathorne) - Dec. 1926; James F. Gallant
Narragansett Regional (Baldwinville) - Nov. 1958; Joseph A. Bodanza
Westport - July 1953; Harold S. Wood

Group V 1a - Thirty-one Part-time Cooperative Distributive Occupations Schools

Beverly - Sept. 1957; Francis J. Fisher
Boston: Dorchester - Sept. 1937; Edward Leach
East Boston - Sept. 1937; Edward Leach
Hyde Park - Sept. 1961; Edward Leach
Jamaica Plain - Sept. 1937; Edward Leach
Jeremiah E. Burke - Sept. 1960; Edward Leach
Braintree - Sept. 1961; Walter K. Hjelm
Brockton - Sept. 1944; Ralph G. Bumpus
Chelsea - Aug. 1966; James J. Cotter
Chicopee - Sept. 1950; Alfred R. Rios
Dartmouth - Sept. 1965; John E. Erickson
Essex County (Hathorne) - Dec. 1960; James F. Gallant
Fitchburg - April 1956; Stanley A. Good
Hanover - Sept. 1965; Robert P. Fox
Leominster - Sept. 1966; Emile S. Johnson
Lowell - Sept. 1946; Charles P. Conlon
Malden - Sept. 1962; Richard H. Morris
Medford - Feb. 1942; Walter D. Reid
Melrose - Sept. 1964; John F. McGrath
Northampton - Oct. 1966; John J. Feeney
North Attleboro - Sept. 1966; Frank P. Gifune
Peabody - Nov. 1956; Arthur J. Barry
Pittsfield - Sept. 1941; William L. Dehey
Quincy - Sept. 1946; Lloyd M. Creighton
Rockland - Sept. 1966; John W. Rogers
Salem - Sept. 1948; John M. Conway
Saugus - April 1961; Ashton F. Davis
Somerville - Sept. 1948; Walter E. Struble
Waltham - Sept. 1963; Lloyd F. VanArsdale
Weymouth - Sept. 1960; Mary L. Doucette
Winthrop - Sept. 1965; Mrs. Priscilla B. Rivers
Woburn - Sept. 1966; Doris T. Lynch

Group V 2 - Three Evening Distributive Occupations Schools

Boston - April 1943; Edward Leach
Peabody - Nov. 1965; Richard White
Pittsfield - Nov. 1953; William L. Dehey

Group VI 1 - Fourteen Day Practical Nursing Schools

Blue Hills Regional (Canton) - Sept. 1966; William A. Dwyer
Boston - Sept. 1957; Helen M. Moran
Essex County (Hathorne) - Dec. 1961; James F. Gallant
Fall River - Sept. 1959; John P. Harrington

Group VI 1 - Fourteen Day Practical Nursing Schools (continued)

Holyoke - Feb. 1965; William J. Dean
Lawrence - Sept. 1958; Sara E. Ferrin
Lowell - Sept. 1962; Charles P. Conlon
North Adams - Charles H. McCann - Oct. 1962; James R. Westall
Northampton - Nov. 1960; B. Stanley Dowgert
Norwood - Sept. 1960; Eleanor Murphy
Pittsfield - Feb. 1958; William L. Dehey
Springfield - Sept. 1957; Edmond P. Garvey
Taunton - Feb. 1957; Patrick H. Lyons
Worcester - Sept. 1953; Blanche M. Penn

Group VI 2 - Four Evening Trade Extension Schools (Women) - Practical Nursing

Boston - Sept. 1966; Helen M. Moran
Fall River - Oct. 1964; Frances P. Davenport
Springfield - Sept. 1957; Dorothea Jameson
Worcester - Sept. 1964; Blanche M. Penn

Group VII 1 - Seventeen Day Area Vocational-Technical Schools

Arlington - Sept. 1961; Edmund J. Lewis
Beverly - Nov. 1964;
Boston - Sept. 1964; Joseph D'Avella
Fall River - Sept. 1959; John P. Harrington
Greater Lawrence Regional (Andover) - Sept. 1965; James A. Booth
Leominster - Feb. 1959; Emile S. Johnson
Lynn - Feb. 1959; Michael C. O'Donnell
Marlboro - Sept. 1962; Joseph D. Brucchi
Medford - Sept. 1959; Walter D. Reid
New Bedford - Sept. 1961; Z. Walter Janiak
Newton - Feb. 1959; Orrin M. Brawn
Pittsfield - Feb. 1959; William L. Dehey
Quincy - Feb. 1959; Laurence H. Babin
South Shore (Hanover) - Feb. 1963; Frederick J. Teed
Springfield - Sept. 1959; Edmond P. Garvey
Weymouth - Sept. 1962; John P. Collins
Worcester Industrial Technical Institute - Sept. 1960; Edward J. Purcell

Group VII 2 - Fourteen Evening Area Vocational-Technical Schools

Beverly - Oct. 1965;
Framingham - Sept. 1959; Joseph P. Keefe
Greater Lawrence Regional - Oct. 1966; James A. Booth
Leominster - Nov. 1959; Emile S. Johnson
Lynn - Oct. 1959; Michael C. O'Donnell
Marlboro - Oct. 1965; Joseph D. Brucchi
Medford - Sept. 1959; Walter D. Reid
New Bedford - Nov. 1960; Z. Walter Janiak
Pittsfield - Jan. 1960; William L. Dehey
Quincy - Oct. 1960; Laurence H. Babin
South Shore (Hanover) - Jan. 1963; Frederick J. Teed
Springfield - Nov. 1961; Dorothea Jameson
Westfield - Sept. 1963; Michael Gonzalez
Worcester - Feb. 1960; Edward J. Purcell

Table No. 3a - Reimbursement for Vocational School Transportation. School year ending June 30, 1966.

City, Town	Transportation
Abington	306.00
Acushnet	7,755.45
Agawam	434.35
Amesbury	2,417.85
Amherst	347.63
Andover	471.30
Arlington	22.30
Ashby	223.63
Ashfield	2,125.50
Ashland	1,628.12
Athol	4,327.40
Attleboro	489.15
Auburn	1,664.60
Avon	279.25
Barre	3,479.00
Becket	591.75
Bedford	741.75
Belchertown	2,576.00
Bellingham	715.44
Berkley	372.75
Berlin	3,570.05
Bernardston	319.22
Beverly	2.50
Billerica	489.25
Blackstone	270.60
Blandford	2,294.92
Bolton	18.50
Boston	228.04
Bourne	1,264.50
Boxboro	91.28
Boxford	81.00
Boylston	674.21
Braintree	611.04
Brewster	300.00
Bridgewater	997.30
Brimfield	300.50
Brockton	573.85
Brookfield	211.13
Brookline	6.70
Buckland	310.00
Burlington	434.08
Cambridge	51.00
Canton	611.50
Carlisle	8.50
Carver	1,370.00
Charlemont	300.00
Charlton	117.96
Chatham	1,405.63

City, Town	Transportation
Chelmsford	95.40
Chelsea	554.90
Cheshire	1,392.25
Chester	2,259.50
Chesterfield	2,545.25
Chicopee	147.71
Clinton	2,415.19
Colrain	124.88
Concord	160.16
Conway	1,753.84
Cummington	1,186.01
Dalton	394.53
Danvers	508.80
Dartmouth	1,331.40
Dedham	1,601.76
Deerfield	1,664.98
Dennis	362.50
Dighton	73.13
Douglas	287.00
Dover	83.75
Dracut	203.00
Dudley	1,073.64
Duxbury	807.85
East Bridgewater	693.00
East Brookfield	263.20
Eastham	2,007.50
Easthampton	4,230.06
East Longmeadow	1,833.70
Easton	587.75
Egremont	192.50
Erving	987.00
Essex	321.75
Everett	228.80
Fairhaven	820.10
Falmouth	1,997.28
Fitchburg	1,821.60
Foxboro	237.00
Framingham	650.95
Franklin	415.38
Freetown	782.40
Gardner	2,324.50
Georgetown	614.52
Gill	56.00
Gloucester	533.98
Goshen	627.38
Grafton	1,090.60
Granby	479.80
Granville	380.55
Great Barrington	2,104.51
Greenfield	879.29
Groton	821.20
Groveland	239.31

City, Town	Transportation
Hadley	271.50
Halifax	166.00
Hamilton	44.75
Hampden	85.38
Hancock	640.50
Hanover	390.60
Hanson	1,470.27
Hardwick	997.95
Harvard	33.00
Harwich	1,350.00
Hatfield	633.00
Haverhill	546.98
Hawley	254.75
Heath	248.34
Hingham	527.98
Hinsdale	122.90
Holbrook	976.73
Holden	210.23
Holliston	639.88
Holyoke	651.29
Hopedale	431.25
Hopkinton	658.37
Hubbardston	1,108.00
Hudson	766.00
Hull	207.50
Huntington	2,717.40
Ipswich	325.25
Lakeville	74.50
Lancaster	2,752.32
Lanesboro	694.25
Lee	191.05
Leicester	493.05
Lenox	562.65
Leominster	85.00
Leverett	1,199.50
Lexington	1,034.25
Lincoln	309.23
Littleton	177.64
Longmeadow	185.35
Lowell	261.30
Ludlow	2,100.75
Lunenburg	240.50
Lynn	645.15
Malden	285.20
Manchester	247.19
Mansfield	462.00
Marblehead	113.48
Marion	515.94
Marlboro	1,027.38
Marshfield	1,579.80

City, Town	Transportation
Mattapoisett	1,144.50
Maynard	293.50
Medfield	284.55
Medford	317.85
Medway	265.92
Melrose	251.35
Mendon	526.88
Merrimac	359.08
Methuen	733.90
Middleboro	2,034.28
Middleton	145.00
Milford	1,090.98
Millbury	1,103.73
Millis	156.20
Millville	501.60
Milton	283.60
Monson	1,000.00
Montague	582.90
Monterey	470.17
Montgomery	235.00
Nahant	102.60
Natick	974.59
Needham	1,054.05
New Bedford	1,006.40
New Braintree	85.82
Newbury	896.95
Newburyport	833.70
New Marlboro	304.27
New Salem	279.50
Newton	273.07
Norfolk	36.25
Northampton	412.86
North Andover	487.85
North Attleboro	887.17
Northboro	445.70
Northbridge	3,028.50
North Brookfield	2,938.00
Northfield	679.00
North Reading	310.05
Norton	107.40
Norwell	117.00
Norwood	777.68
Oakham	371.70
Orange	6,922.79
Orleans	1,483.50
Otis	108.75
Oxford	1,622.60
Palmer	1,200.00
Paxton	175.00
Peabody	203.75
Pelham	132.28

City, Town	Transportation
Pembroke	164.50
Pepperell	307.44
Petersham	2,082.40
Phillipston	422.50
Pittsfield	1,859.31
Plainfield	1,225.40
Plainville	131.75
Princeton	169.50
Quincy	599.60
Randolph	1,409.73
Raynham	329.65
Reading	670.23
Rehoboth	155.60
Revere	1,247.60
Richmond	405.00
Rochester	1,129.15
Rockland	120.00
Rockport	423.46
Rowe	788.85
Rowley	1,328.33
Russell	2,017.93
Rutland	782.90
Salem	221.95
Salisbury	2,237.50
Sandwich	188.00
Saugus	544.30
Scituate	549.60
Sheffield	136.35
Shelburne	239.50
Shirley	1,121.95
Shrewsbury	722.78
Shutesbury	641.60
Somerville	552.40
Southampton	1,554.53
Southboro	224.22
Southbridge	961.53
South Hadley	1,390.08
Southwick	278.52
Spencer	1,095.25
Sterling	1,157.73
Stockbridge	208.15
Stoneham	930.30
Stoughton	1,342.50
Stow	166.50
Sturbridge	133.00
Sudbury	130.00
Sunderland	624.49
Sutton	504.40
Swampscott	76.53
Swansea	163.28
Taunton	118.38
Templeton	1,042.50

City, Town	Transportation
Tewksbury	1,171.28
Topsfield	71.25
Townsend	266.25
Tyngsboro	105.00
Upton	637.20
Uxbridge	1,534.55
Wakefield	885.64
Wales	93.25
Walpole	772.70
Waltham	170.85
Ware	2,837.89
Wareham	259.56
Warren	1,422.40
Warwick	1,310.88
Watertown	714.25
Wayland	415.12
Webster	1,728.04
Wellesley	120.50
Wellfleet	2,219.50
Wendell	854.80
Wenham	68.00
Westboro	589.00
West Boylston	820.35
West Bridgewater	697.80
West Brookfield	1,005.55
Westfield	478.50
Westford	276.45
Westhampton	1,274.03
Westminster	435.14
West Newbury	102.15
Weston	197.56
Westport	719.50
West Springfield	405.75
West Stockbridge	150.50
Westwood	48.80
Weymouth	1,339.65
Whately	1,347.47
Whitman	2,775.73
Wilbraham	340.56
Williamsburg	540.22
Wilmington	536.20
Winchendon	1,045.72
Winchester	78.40
Winthrop	16[illegible].13
Woburn	918.40
Worthington	1,246.50
Wrentham	202.66
Yarmouth	995.50
TOTALS	,242,308.35

TABLE NO. 5 - Earnings of Vocational Agricultural Pupils from Projects and other Supervised Farm Work.

A. Year Ending December 31, 1966

	PRODUCTIVE PROJECTS				IMPROVEMENT PROJECTS			FARM WORK EXPERIENCE (PLACEMENT)		
Net Enrollment	Pupil Hours	Receipts	Expenses	Labor Return	Number Projects	Pupil Hours	Value	Paid Hours	Amount Received	Unpaid Hours
1,096	32,506	69,366.99	45,784.27	27,020.76	600	866,315	90,796.50	858,859	966,184.75	240,018

Table No. 6 - Vital Statistics by Types of Schools and Departments for School Year Ending June 30, 1966.

1965 - 1966	ENROLLMENT 1	NUMBER OF NON-RESIDENTS 2	AVERAGE MEMBERSHIP 3	AVERAGE ATTENDANCE 4	NUMBER OF GRADUATES 5	WITHDRAWALS IN INDUSTRY TRAINED FOR 6	OTHER WITHDRAWALS 7
GROUP I 1a - BOYS' DAY INDUSTRIAL SCHOOLS							
Apponequet Regional	58	10	55.7	53.4	12	--	6
Arlington	133	38	125.4	117.3	11	--	11
Attleboro	166	19	163.7	144.4	50	--	23
Avon	23	--	22.0	22.0	7	--	4
Barnstable	166	71	142.8	131.9	20	5	28
Belmont	87	20	79.0	72.0	18	4	15
Beverly	137	19	80.4	76.5	35	--	14
Boston	1044	98	922.0	779.0	206	--	254
Brockton	140	69	116.0	105.3	20	2	23
Cambridge	85	--	80.7	71.4	--	--	27
Chicopee	242	10	208.0	172.0	24	--	24
Dartmouth	26	--	24.5	23.1	4	1	--
Dighton-Rehoboth Regional	69	5	66.9	63.9	16	--	2
Everett	151	38	144.9	138.9	58	--	3
Fall River	333	7	316.4	303.4	68	--	20
Fitchburg	131	2	119.3	109.1	21	--	18
Framingham	100	37	95.3	89.0	19	--	4
Gloucester	130	12	108.7	100.5	41	--	16
Greater Lawrence Regional	274	--	260.3	252.1	--	--	33
Greenfield	189	98	165.7	151.4	44	8	14
Haverhill	486	179	465.6	438.1	43	--	42
Holyoke	230	59	197.4	177.3	24	--	53
King Philip Regional	81	15	77.4	72.7	17	--	6
Leominster	209	27	184.1	167.5	41	--	35
Lowell	339	21	317.0	299.9	87	--	22
Lynn Shoe	54	13	25.4	23.4	39	3	32
Lynn Trade	279	7	272.0	251.8	76	--	14
Malden	126	17	108.8	106.7	29	--	19
Marlboro	97	20	87.1	80.7	33	1	17
Medford	226	43	197.8	184.0	55	4	28
Nantucket	23	--	23.0	22.0	6	--	6
New Bedford	543	128	494.4	467.1	91	6	47

GROUP I 1a - BOYS' DAY INDUSTRIAL SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
New Salem	30	35	29.8	28.0	4	1	9
Newton	274	88	245.5	222.4	45	10	36
North Adams	360	55	337.4	314.1	84	6	60
Northampton	276	174	245.0	232.0	34	14	34
Northbridge	21	1	13.5	12.2	--	3	5
Peabody	96	3	89.4	80.0	23	--	10
Pittsfield	308	26	291.1	262.8	85	2	24
Provincetown	31	--	31.0	29.0	6	--	6
Quincy	275	36	241.8	221.3	68	3	27
Randolph	29	--	29.0	27.0	8	8	--
Salem	103	9	104.6	98.3	37	--	4
Silver Lake Regional	69	2	65.6	60.7	16	3	8
Somerville	311	36	245.3	213.1	64	6	76
Southbridge	127	10	116.8	109.9	10	--	15
South Shore	236	38	208.1	194.8	49	10	29
Springfield	1018	239	784.4	705.4	26	17	137
Swansea	13	--	12.1	11.5	4	--	1
Tantasqua Regional	94	7	89.5	79.0	--	1	8
Taunton	98	22	92.9	84.9	19	2	7
Waltham	247	21	153.2	128.3	67	1	37
Wareham	31	--	30.4	28.1	7	--	1
Webster	76	29	71.1	65.4	27	--	6
Westfield	223	46	214.3	202.3	31	1	21
Weymouth	320	45	288.4	260.1	73	--	52
Worcester	863	302	800.4	762.6	198	1	55
Total for type of school	11912	2306	10578.3	9701.0	2198	123	1525

GROUP I 1a^1 - BOYS' TRADE PREPARATORY SCHOOLS

	1	2	3	4	5	6	7
Fitchburg	22	2	14.3	11.7	--	--	8
Greater Lawrence Regional	242	13	141.0	141.0	--	--	101
Leominster	20	10	9.1	6.5	--	--	16
Lynn	51	13	33.4	29.6	--	--	9
North Adams	96	5	63.6	47.0	--	--	40
Pittsfield	30	4	9.5	8.0	--	--	23
Waltham	57	13	35.4	26.6	--	--	37
Westfield	20	7	15.0	15.0	--	--	6
Total for type of school	538	67	321.3	285.4	--	--	240

GROUP I 1b - GIRLS' DAY INDUSTRIAL SCHOOLS

	1	2	3	4	5	6	7
Boston	321	58	273.0	262.0	83	32	41
Essex County	36	--	34.2	32.1	34	--	2
Fall River - Diman	53	--	33.0	29.0	24	20	8
Norwood - Peabody	90	70	82.7	78.8	61	--	11
Springfield	239	36	210.8	190.1	67	--	41
Worcester - Fanning	250	97	211.0	192.0	61	1	60
Total for type of school	989	261	844.7	784.0	330	53	163

GROUP I 1b^1 - GIRLS' TRADE PREPARATORY SCHOOLS

Boston	51	5	50.0	45.0	45	45	--
Fall River	29	1	25.3	22.2	--	--	5
Springfield	27	2	18.6	15.5	--	--	13
Waltham	49	41	46.5	38.1	--	--	1
Total for type of school	156	49	140.4	120.8	45	45	19

GROUP I 1c - INDUSTRIAL DEPARTMENTS

Boston - Brighton	267	5	245.0	214.0	57	15	19
Charlestown	176	7	174.0	170.0	--	--	2
Dorchester	135	4	108.0	97.0	--	22	8
East Boston	56	--	55.0	45.0	--	--	9
Hyde Park	64	--	64.0	58.0	--	--	9
Roxbury	92	--	91.0	90.0	--	--	17
South Boston	56	--	50.0	47.0	--	--	9
Total for type of school	846	16	787.0	721.0	57	37	73

GROUP I 2a - PART-TIME COOPERATIVE TRADE SCHOOLS

	1	2	3	4	5	6	7
Beverly	43	17	7.0	6.6	25	--	2
Boston - Brighton	146	--	144.0	140.0	79	--	19
Charlestown	194	7	100.0	99.0	76	--	28
Dorchester	113	--	97.0	91.2	40	3	3
East Boston	71	--	69.0	67.0	29	--	6
Hyde Park	92	2	83.0	79.0	--	--	3
Roxbury	140	6	106.0	100.0	53	--	13
South Boston	60	1	54.0	49.0	25	--	16
Fitchburg	9	--	9.0	8.5	9	--	--
Haverhill	55	20	42.8	41.9	54	1	--
Holyoke	47	10	40.3	38.7	21	2	1
King Philip Regional	2	1	1.0	1.0	1	--	--
Lowell	32	--	32.0	32.0	32	--	--
Malden	5	1	5.0	5.0	5	--	--
New Salem	36	35	29.8	28.0	4	1	9
Newton	8	2	6.2	6.0	5	2	--
North Adams - McCann	32	1	29.7	27.9	26	--	--
Northampton	6	3	5.0	4.1	--	--	--
Pittsfield	90	--	78.9	74.1	--	--	3
Southbridge	43	3	38.6	37.9	24	3	2
Springfield	202	45	103.5	97.0	168	--	--
Westfield	58	9	52.1	50.2	55	--	--
Total for type of school	1484	163	1133.9	1084.1	731	12	105

GROUP I 2c^1 - EVENING INDUSTRIAL SCHOOLS (MEN)

Barnstable	48	27	27.3	19.8	--	--	34
Beverly	65	33	39.0	29.5	--	--	36
Boston	636	130	468.0	378.0	--	--	236
Brockton	183	152	152.6	128.8	--	--	35
Chicopee	251	--	122.7	89.2	--	--	122
Fall River	156	40	100.5	88.2	--	--	70
Framingham	52	28	38.5	29.3	--	--	35
Greater Lawrence Regional	260	33	153.0	153.0	--	--	107
Greenfield	64	26	43.7	32.0	--	--	27
Haverhill	194	113	109.6	83.9	--	--	107
Holyoke	76	25	44.6	33.7	--	--	46
King Philip Regional	28	21	23.4	19.8	--	--	8
Lawrence	88	38	69.8	56.1	--	--	18
Leominster	136	85	83.5	55.6	--	--	64
Lowell	123	35	93.0	76.0	--	--	30
Lynn Shoe	92	60	48.2	36.1	--	--	52
Lynn Trade	303	143	237.8	200.5	--	--	65

GROUP I 2c^1 - EVENING INDUSTRIAL SCHOOLS (MEN) (CONTINUED)

	1	2	3	4	5	6	7
Malden	29	11	15.2	9.3	--	--	20
Marlboro	47	17	26.3	21.8	--	--	18
Medford	124	41	65.7	41.1	--	--	87
New Bedford	551	298	404.3	297.7	--	--	225
Newton	74	32	57.5	41.5	--	--	16
North Adams - McCann	55	2	38.1	34.9	--	--	17
Northampton	69	30	69.0	62.0	--	--	7
Pittsfield	194	32	141.1	112.3	--	24	22
Quincy	240	91	191.3	142.6	--	--	87
Salem	27	11	19.4	13.6	--	--	9
Somerville	111	46	78.6	69.8	--	--	--
Southbridge	81	29	47.5	37.2	--	--	42
South Shore	168	68	102.9	79.1	--	--	81
Springfield	664	380	497.9	407.1	--	--	242
Taunton	37	6	27.9	23.1	--	--	10
Waltham	68	19	41.8	32.0	--	--	38
Westfield	25	9	19.8	19.5	--	--	10
Weymouth	81	30	48.0	34.0	--	--	50
Worcester	1020	347	744.0	632.0	--	--	351
Total for type of school	6,420	2,488	4,491.5	3,620.1	--	24	2,424

GROUP I 2c^2 - EVENING TRADE EXTENSION SCHOOLS (WOMEN)

Barnstable	64	--	61.8	49.3	--	--	6
Worcester	229	58	178.3	164.6	--	--	50
Total for type of school	293	58	240.1	213.9	--	--	56

GROUP I 2d - EVENING APPRENTICESHIP SCHOOLS

Boston	1336	868	1086.3	883.2	--	--	322
Boston Journeyman	358	250	286.1	232.5	--	--	89
Brockton	123	68	80.3	58.2	--	--	46
Fitchburg	49	20	33.4	26.8	--	--	18
Framingham	19	17	16.0	13.0	--	--	4
Greater Lawrence Regional	24	4	15.0	15.0	--	--	9
Haverhill	21	16	18.2	8.9	--	--	13
Holyoke	47	22	36.8	29.3	--	--	10
King Philip Regional	18	13	12.7	11.2	--	--	7
Lawrence	54	10	41.5	31.0	--	--	14
Leominster	13	10	7.6	5.2	--	--	9

GROUP I 2d - EVENING APPRENTICESHIP SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Lowell	68	27	57.0	50.0	--	--	11
Lynn	248	142	171.7	137.5	--	--	73
Malden	47	17	25.9	18.0	--	--	19
Marlboro	10	6	8.6	7.0	--	--	1
Medford	120	100	70.5	51.7	--	--	63
Newton	43	21	35.5	23.5	--	--	5
Pittsfield	58	16	43.5	31.8	--	--	25
Quincy	59	30	56.1	54.3	--	--	12
Springfield	221	125	149.0	120.0	--	--	82
Taunton	18	7	13.7	9.6	--	6	--
Waltham	23	20	20.0	13.4	--	--	7
Weymouth	12	10	8.0	6.0	--	--	6
Worcester	102	47	95.0	75.0	--	--	18
Total for type of school	3,091	1,866	2,388.4	1,912.1	--	6	863

GROUP III 1a - DAY HOUSEHOLD ARTS SCHOOLS

Cambridge	36	--	30.6	24.8	7	3	3
Everett	13	1	11.7	9.4	7	--	1
Fall River	29	--	22.4	20.2	--	--	7
Lowell	145	5	133.3	120.3	51	11	10
New Bedford	270	75	256.1	233.9	44	15	8
New Salem	28	26	23.7	20.9	2	--	7
Northampton	57	24	50.0	36.0	3	2	9
Springfield	71	5	66.5	59.6	--	--	13
Worcester	112	27	106.0	97.0	15	15	--
Total for type of school	761	163	700.3	622.1	129	46	58

GROUP III 1b - DAY HOUSEHOLD ARTS DEPARTMENTS

Adams	19	2	18.4	17.2	14	--	1
Apponequet Regional	28	--	27.6	25.1	--	--	1
Barnstable	28	--	24.6	22.1	10	4	1
Belchertown	25	--	23.3	20.0	--	--	2
Bourne	24	--	16.5	15.6	8	--	5
Charlton	17	--	14.9	13.9	--	--	3
Dartmouth	24	--	21.2	19.2	4	3	2
Duxbury	23	--	17.5	14.5	5	--	4

GROUP III 1b - DAY HOUSEHOLD ARTS DEPARTMENTS (CONTINUED)

	1	2	3	4	5	6	7
Easton	42	--	42.0	37.8	--	--	3
Fall River	42	9	42.0	39.0	--	--	11
Falmouth	45	--	36.7	32.7	10	--	8
Foxboro	38	--	36.5	35.2	16	--	2
Hadley	8	--	8.0	7.1	--	--	--
Haverhill	67	--	58.2	51.8	12	--	12
Hudson	37	--	36.5	35.6	--	--	--
King Philip Regional	23	--	22.4	20.2	15	--	1
Lee	29	7	24.9	24.1	12	--	4
Marshfield	23	--	19.8	17.4	6	--	4
Narragansett Regional	32	--	29.3	27.3	--	--	4
Newburyport	113	51	101.1	91.5	16	--	42
North Adams	29	5	25.3	25.0	4	--	3
Northbridge	49	--	47.5	41.2	--	--	2
North Brookfield	12	6	8.9	8.4	3	--	3
Palmer	38	--	35.9	34.0	2	2	2
Pittsfield	71	1	64.5	54.2	14	6	10
Provincetown	6	--	6.0	5.4	--	--	--
Salem	67	--	53.0	53.0	--	3	6
Saugus	49	--	48.2	44.1	23	--	3
Scituate	45	--	39.8	38.8	10	--	3
Silver Lake Regional	31	--	26.9	24.6	9	--	3
Somerville	109	--	90.0	79.8	--	--	18
Tewksbury	28	--	26.8	23.4	12	--	--
Wachusett Regional	34	--	32.9	31.1	1	--	6
Wareham	18	--	15.5	16.7	3	--	3
West Bridgewater	17	--	17.0	17.0	--	--	--
Westport	36	--	30.3	27.0	11	2	4
Winchendon	70	3	69.7	63.9	17	--	5
Total for type of school	1,396	84	1,259.6	1,154.9	237	20	181

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS

Abington	135	7	101.0	81.8	--	--	--
Adams	128	--	117.0	112.0	--	--	--
Agawam	264	15	219.0	178.2	--	--	--
Amherst-Pelham Reg.	120	--	115.5	103.2	--	--	--
Andover	215	12	194.1	164.2	--	--	--
Apponequet	164	15	138.0	108.4	--	--	--

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Arlington	777	23	677.6	618.0	--	--	--
Athol	139	--	130.1	115.0	--	--	--
Auburn	182	--	172.0	172.0	--	--	--
Ayer	102	15	78.0	64.5	--	--	--
Barnstable	268	19	211.6	172.4	--	--	--
Bedford	374	17	344.5	300.4	--	--	--
Belmont	227	1	222.6	142.7	--	--	--
Beverly	485	37	328.9	253.7	--	--	--
Billerica	188	--	165.4	143.3	--	--	--
Boston	1616	--	1364.0	1051.0	--	--	--
Bourne	123	--	109.0	90.0	--	--	--
Braintree	279	--	265.0	252.0	--	--	--
Bridgewater	116	3	95.3	80.1	--	--	--
Brockton	387	44	282.3	240.9	--	--	--
Brookline	1187	40	748.7	613.5	--	--	--
Burlington	207	--	205.0	182.4	--	--	--
Cambridge	258	1	214.0	149.0	--	--	--
Canton	195	5	171.4	130.1	--	--	--
Chatham	154	23	134.0	98.0	--	--	--
Chelmsford	332	18	332.0	223.0	--	--	--
Chicopee	681	--	589.8	503.5	--	--	--
Concord-Carlisle Reg.	490	59	462.5	401.5	--	--	--
Danvers	395	12	356.0	310.0	--	--	--
Dartmouth	227	--	210.3	205.7	--	--	--
Douglas	17	--	14.9	14.9	--	--	--
Dover	22	--	18.7	18.0	--	--	--
Duxbury	94	7	56.8	50.1	--	--	--
East Bridgewater	204	--	147.0	85.0	--	--	--
Easthampton	359	37	351.9	295.7	--	--	--
East Longmeadow	72	2	54.8	42.5	--	--	--
Easton	118	--	85.6	84.8	--	--	--
Essex	62	9	48.7	43.6	--	--	--
Essex County	1232	--	1176.0	1031.0	--	--	--
Everett	216	--	194.1	178.3	--	--	--
Fall River	293	15	199.0	159.7	--	--	--
Falmouth	91	--	68.2	60.2	--	--	--
Foxboro	181	--	139.0	114.0	--	--	--
Franklin	240	8	176.2	150.8	--	--	--
Frontier Regional	109	--	90.2	78.3	--	--	--
Gardner	367	84	100.3	82.7	--	--	--
Gloucester	181	--	138.6	114.0	--	--	--
Greenfield	323	27	263.1	204.5	--	--	--
Hadley	74	--	59.9	42.5	--	--	--
Hanover	180	32	165.4	135.7	--	--	--
Harwich	199	24	157.0	118.0	--	--	--
Haverhill	122	33	117.4	107.9	--	--	--
Hingham	150	--	142.5	138.3	--	--	--
Holbrook	109	--	98.3	85.3	--	--	--
Holyoke	644	93	477.3	398.2	--	--	--
Hudson	96	--	72.5	62.3	--	--	--
Hull	140	--	117.0	94.0	--	--	--
King Philip Reg.	159	17	140.6	121.3	--	--	--

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Lawrence	649	71	461.9	404.6	--	--	--
Leominster	336	53	267.9	218.2	--	--	--
Lexington	468	28	438.3	355.4	--	--	--
Lowell	593	40	378.9	315.5	--	--	--
Lunenburg	118	12	89.0	65.2	--	--	--
Lynn	637	35	487.0	406.0	--	--	--
Mahar, Ralph C., Reg.	108	13	57.8	48.9	--	--	--
Manchester	108	--	91.7	79.9	--	--	--
Medfield	84	--	70.6	62.9	--	--	--
Medford	562	--	431.3	352.2	--	--	--
Medway	25	--	23.1	18.6	--	--	--
Melrose	288	--	279.0	271.0	--	--	--
Methuen	208	--	174.8	149.2	--	--	--
Middleboro	126	--	126.0	111.9	--	--	--
Milford	260	--	259.2	220.7	--	--	--
Millis	79	--	60.3	48.3	--	--	--
Milton	213	--	199.2	154.8	--	--	--
Montague	117	14	67.0	56.0	--	--	--
Narragansett Reg.	34	3	26.3	21.2	--	--	--
Nauset Regional	145	12	145.0	125.0	--	--	--
New Bedford	1210	255	954.2	783.5	--	--	--
Newton	597	6	466.0	342.5	--	--	--
North Adams	213	64	202.3	196.0	--	--	--
Northampton	140	23	140.0	123.0	--	--	--
North Andover	197	--	177.3	146.4	--	--	--
North Attleboro	348	--	330.6	320.2	--	--	--
Northbridge	67	--	51.3	44.7	--	--	--
North Reading	223	36	187.9	147.0	--	--	--
Norwell	106	3	106.0	90.6	--	--	--
Norwood	319	9	235.2	183.8	--	--	--
Old Rochester Reg.	71	--	51.8	55.4	--	--	--
Palmer	122	--	88.0	71.0	--	--	--
Pioneer Valley Reg.	19	1	13.9	11.2	--	--	--
Pittsfield	555	64	496.3	422.1	--	--	--
Plymouth-Carver Reg.	349	13	270.8	223.7	--	--	--
Provincetown	36	--	25.0	21.0	--	--	--
Quincy	3319	--	943.5	831.2	--	--	--
Randolph	258	--	23.4	188.0	--	--	--
Raynham	88	10	74.7	65.5	--	--	--
Reading	163	--	156.0	131.8	--	--	--
Revere	351	--	313.2	275.7	--	--	--
Rockland	245	--	182.0	145.0	--	--	--
Salem	327	39	293.9	233.8	--	--	--
Saugus	370	13	317.4	223.2	--	--	--
Scituate	19	--	18.5	15.4	--	--	--
Sharon	256	2	151.5	119.9	--	--	--
Shelburne	98	60	80.9	64.9	--	--	--
Silver Lake Reg.	117	--	99.0	87.0	--	--	--
Somerset	114	--	100.6	99.0	--	--	--
Somerville	460	--	364.4	274.0	--	--	--

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Southbridge	140	9	104.7	87.6	--	--	--
South Hadley	250	13	220.3	170.1	--	--	--
Spencer	35	11	30.4	26.9	--	--	--
Springfield	2198	471	1832.6	1493.4	--	--	--
Stoughton	195	--	173.2	147.4	--	--	--
Swampscott	148	--	126.4	92.8	--	--	--
Swansea	182	25	163.0	142.0	--	--	--
Taunton	249	20	218.7	189.6	--	--	--
Tewksbury	197	--	197.0	174.2	--	--	--
Truro	23	--	20.0	18.0	--	--	--
Wakefield	322	51	303.3	250.6	--	--	--
Waltham	557	--	439.2	365.0	--	--	--
Ware	39	4	27.0	20.0	--	--	--
Wareham	107	--	84.8	64.5	--	--	--
Webster	117	28	115.9	114.2	--	--	--
Wellesley	647	162	622.5	458.4	--	--	--
West Bridgewater	104	--	94.6	79.5	--	--	--
Westfield	577	82	459.2	450.6	--	--	--
Westport	135	--	125.2	107.8	--	--	--
West Springfield	165	--	156.7	151.8	--	--	--
Westwood	287	--	255.0	203.6	--	--	--
Weymouth	531	--	499.0	459.3	--	--	--
Whitman-Hanson Reg.	286	--	249.3	188.6	--	--	--
Wilmington	169	10	133.0	132.9	--	--	--
Winchendon	30	--	16.8	13.7	--	--	--
Woburn	431	--	381.9	321.5	--	--	--
Worcester	1096	--	751.0	751.0	--	--	--
Yarmouth	122	19	91.0	75.0	--	--	--
Total for type of school	41,723	2,538	32,777.8	27,544.1	--	--	--

GROUP IV 1a - DAY AGRICULTURAL SCHOOLS

Bristol County	203	34	190.6	174.2	45	--	25
Essex County	297	63	279.3	259.4	52	--	40
New Salem	36	36	27.7	25.5	8	--	9
Norfolk County	234	37	187.6	169.8	49	--	31
Northampton	26	22	25.0	24.0	4	--	1
Total for type of school	796	192	710.2	652.9	158	--	106

GROUP IV 1b - DAY AGRICULTURAL DEPARTMENTS

	1	2	3	4	5	6	7
Barnstable	16	2	14.0	12.6	7	--	2
Boston	80	7	76.0	74.0	15	--	7
Charlton	10	2	9.5	9.0	1	--	1
Narragansett Reg.	41	--	41.0	41.0	5	--	5
North Brookfield	28	17	21.0	20.0	1	-	7
Pioneer Valley Reg.	32	2	30.0	27.4	4	--	4
Shelburne	8	4	8.0	7.6	1	--	--
Silver Lake Reg.	35	1	33.0	31.5	7	--	2
Stockbridge	23	20	22.0	19.9	1	--	2
Wachusett Reg.	33	3	28.9	25.5	5	--	5
Westport	20	--	16.2	14.5	4	--	6
Worcester	40	15	37.2	34.1	3	--	5
Total for type of school	366	73	336.8	317.1	54	--	46

GROUP IV 3 - EVENING AGRICULTURAL SCHOOLS

	Enrolled	Owner Operator	Renter Operator	Number in Partnership	Farm Managers	Farm Employees	Other
Barnstable	13	--	--	--	--	--	13
Essex County	42	5	--	--	--	--	37
Narragansett Reg.	14	--	14	--	--	--	--
Westport	19	10	1	8	--	--	--
Total for type of school	88	15	15	8	--	--	50

GROUP V 1a - PART-TIME COOPERATIVE DISTRIBUTIVE OCCUPATIONS SCHOOLS

	1	2	3	4	5	6	7
Beverly	23	--	20.6	20.0	17	--	6
Boston - Dorchester	19	--	17.0	17.0	17	--	2
East Boston	28	--	25.0	25.0	25	--	3
Hyde Park	19	--	19.0	19.0	18	--	1
Jamaica Plain	20	--	20.0	20.0	20	--	--
J. E. Burke	20	--	18.0	17.0	18	--	2
Braintree	16	--	16.0	15.2	16	--	--
Brockton	37	--	36.0	33.5	21	--	2
Chicopee	21	--	21.0	20.1	18	--	3
Dartmouth	19	--	17.0	17.0	17	--	2
Essex County	38	--	38.0	38.0	38	--	--
Fitchburg	35	--	34.5	32.1	34	--	1

GROUP V 1a - PART-TIME COOPERATIVE DISTRIBUTIVE OCCUPATIONS SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Hanover	17	--	17.0	17.0	17	--	--
Lowell	21	2	20.1	20.1	21	--	--
Malden	18	--	16.2	16.2	17	--	1
Medford	41	--	39.0	36.0	40	--	1
Melrose	48	1	40.0	37.0	12	--	5
Peabody	36	--	34.0	34.0	34	--	1
Pittsfield	20	--	20.0	18.9	20	--	--
Quincy	16	--	16.0	16.0	16	--	--
Salem	25	--	25.0	25.0	25	--	--
Saugus	20	--	20.0	18.7	20	--	--
Somerville	20	--	17.8	17.5	20	--	--
Springfield	15	1	11.8	10.6	11	--	2
Waltham	20	--	17.9	14.2	17	--	3
Weymouth	12	--	10.3	9.2	10	--	2
Winthrop	10	--	10.0	9.1	10	--	--
Total for type of school	634	4	597.2	573.4	549	--	37

GROUP V 3 - EVENING DISTRIBUTIVE OCCUPATIONS SCHOOLS

Boston	1220	58	1169.0	1060.0	1169	--	51
Greater Lawrence Reg.	51	--	17.0	17.0	17	--	34
Malden	46	--	39.0	39.0	39	--	7
Peabody	333	--	333.0	333.0	333	--	--
Pittsfield	70	3	70.0	70.0	70	--	--
Revere	250	--	237.5	230.0	230	--	20
Total for type of school	1970	61	1,865.5	1,749.0	1,858-	--	112

GROUP VI 1 - DAY PRACTICAL NURSING SCHOOLS

Boston	130	13	76.0	74.0	43	--	12
Essex County	56	--	40.0	39.2	36	--	3
Fall River	78	38	75.4	73.3	--	--	15
Holyoke	33	15	26.9	25.4	8	--	6
Lawrence	40	28	29.4	29.1	--	--	15
Lowell	50	16	47.6	45.5	22	--	6
North Adams - McCann	46	22	36.3	34.5	35	--	3
Northampton	20	12	16.0	15.0	11	--	9

GROUP VI 1 - DAY PRACTICAL NURSING SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Norwood	56	42	53.2	51.5	22	--	14
Pittsfield	51	30	38.1	36.7	19	--	14
Springfield	161	73	114.9	110.7	142	--	19
Taunton	61	28	34.1	32.9	33	--	4
Worcester	180	87	149.0	147.0	107	--	25
Total for type of school	962	404	736.9	714.8	478	--	145

GROUP VI 2 - EVENING PRACTICAL NURSING SCHOOLS

Springfield	54	26	47.0	39.0	--	--	16
Worcester	72	32	52.1	49.0	--	--	28
Total for type of school	126	58	99.1	88.0	--	--	44

GROUP VII 1 - DAY AREA VOCATIONAL-TECHNICAL SCHOOLS

Arlington	74	41	107.4	69.7	26	--	8
Beverly	31	--	26.9	25.4	--	--	1
Boston	85	--	80.8	78.2	--	--	28
Fall River	15	1	14.3	13.8	6	--	--
Greater Lawrence Reg.	16	--	16.0	16.0	--	--	8
Leominster	85	5	72.2	66.7	13	1	16
Lynn	41	2	38.1	35.6	7	--	6
Marlboro	50	21	44.0	40.4	11	4	8
Medford	59	5	56.5	53.0	--	--	--
New Bedford	16	2	14.6	14.2	12	--	--
Newton	23	6	22.8	20.8	6	--	--
Pittsfield	203	1	181.2	169.4	183	--	3
Quincy	12	5	11.0	10.4	6	--	1
South Shore	18	5	15.6	14.6	8	2	2
Springfield	304	151	265.4	249.6	74	1	86
Weymouth	75	14	72.0	65.1	19	--	7
Worcester	193	110	168.3	163.4	69	--	25
Total for type of school	1,300	369	1,207.1	1,106.3	440	8	199

GROUP VII 2 - EVENING AREA TECHNICAL-VOCATIONAL SCHOOLS

	1	2	3	4	5	6	7
Beverly	25	11	18.7	15.7	--	--	9
Fall River	8	6	7.2	6.8	--	--	--
Framingham	85	41	68.6	61.8	--	--	48
Leominster	31	13	16.4	13.7	--	--	12
Lynn	65	21	47.9	39.0	--	--	10
Marlboro	20	9	13.4	10.4	--	--	6
Medford	11	5	7.4	5.2	--	--	4
New Bedford	26	11	17.8	13.7	--	--	11
Pittsfield	108	23	99.2	84.4	--	--	15
Quincy	45	31	46.1	36.1	--	--	17
South Shore	33	14	22.8	18.4	--	--	18
Springfield	20	9	14.5	12.2	--	--	9
Westfield	18	2	15.0	14.9	--	--	4
Worcester	139	60	107.0	85.0	--	--	43
Total for type of school	634	256	502.0	417.3	--	--	206

GRAND TOTALS

	1	2	3	4	5	6	7
Boys' Day Industrial	11,912	2,306	10,578.3	9,701.0	2,198	123	1,525
Boys' Trade Preparatory	538	67	321.3	285.4	--	--	240
Girls' Day Industrial	989	261	844.7	784.0	330	53	163
Girls' Trade Preparatory	156	49	140.4	120.8	45	45	19
Industrial Depts.	846	16	787.0	721.0	57	37	73
Part-Time Cooperative Trade Schools	1,484	163	1,133.9	1,084.1	731	12	105
Men's Eve. Industrial	6,420	2,488	4,491.5	3,620.1	--	24	2,424
Evening Trade Extension (Women)	293	58	240.1	213.9	--	--	56
Evening Apprenticeship Schools	3,091	1,866	2,388.4	1,912.1	--	6	863
Day Household Arts Schools	761	163	700.3	622.1	129	46	58
Day Household Arts Departments	1,396	84	1,259.6	1,154.9	237	20	181
Evening Practical Art Schools	41,723	2,538	32,777.8	27,544.1	--	--	--
Day Agricultural Schools	796	192	710.2	652.9	158	--	106
Day Agricultural Departments	366	73	336.8	317.1	54	--	46
Evening Agricultural Schools	88	--	--	--	--	--	--
Part-time Cooperative Distributive Occupations Schools	634	4	597.2	573.4	549	--	37
Evening Distributive Occupations Schools	1,970	61	1,865.5	1,749.0	1,858	--	112
Day Practical Nursing Schools	962	404	736.9	714.8	478	--	145
Evening Practical Nursing Schools	126	58	99.1	88.0	--	--	44
Day Area Technical-Vocational Schools	1,300	369	1,207.1	1,106.3	440	8	199
Evening Area Technical Vocational Schools	634	256	502.0	417.3	--	--	206
GRAND TOTALS	76,485	11,476	61,718.1	53,382.3	7,264	374	6,602

Table No. 8 Statistics of Teacher-Training from July 1, 1966 to June 30, 1967

Types of Service	Number admitted to class	Number of different subjects taught (or intended by those completing course)	Length of course - clock hours	Number employed as teachers subject to teacher-training require-ment	Number completing the course
Group I. Agriculture					
Teacher-Training	7	7	1865	3	7
Professional Improvement	80	10	20	80	80
Group II. Trade and Industry					
Teacher-Training	493	34	2710	36	425
Professional Improvement	481	25	660	-	372
Supervisory Training	336	1	386	-	306
Group III. Day Household Arts & Industrial					
Teacher-Training	7	1	60	3	6
Professional Improvement	25	1	30	-	24
Group IV. Evening Practical Art (Women)		20	410	81	129
Teacher-Training	133	17	180	-	231
Professional Improvement	263				
Group V. Distributive Education					
Teacher-Training	-	-	-	-	-
Professional Improvement	38	1	40	-	37
Group VI. Practical Nursing & Health Occupations					
Teacher-Training	24	1	60	21	23
Professional Improvement	29	1	30	-	11

Table No. 9 - Number of Different Minors 14 to 16 Years of Age, Who Within the Calendar Year January 1 to December 31, 1966 were Employed while Schools were in Session, as per Returns.

Total Number of Different Minors Employed Full-Time Within the Town (City) under Authority of Employment Permits and Home Permits as Reported by the Town (City).	
Boys	147
Girls	144
Total	291